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Course Time:  8:00-9:15
Course Location:  ECRC 214
Credits:  3 credits

Prerequisites:
RDG 318 (Survey of Reading) is required for EC-6 and 4-8 Elem Ed majors.

I. Course Description – An examination of the conditions, assessments, and instructional practices that foster emergent literacy development.

There are no LIVE TEXT assignments in this course.

RDG 320 is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. In this course, you will be learning how young children enter into the exciting world of literacy. You will see that this process begins at birth as infants become aware of the sights and sounds around them. Gradually this information becomes organized and meaningful, opening the door to the wonderful world of print.

This course is aligned with state (TExES) and national (IRA/NCATE) standards for teachers of reading, meets the standard of strong design set by the NCTQ for Early Reading, and continually monitors and fully incorporates the latest scientifically based reading research (SBRR). Today’s teachers are accountable. Read about our national duty to Leave No Child Behind (NCLB) www.youtube.com/watch?v=LV7od-RUIJw and the new Every Child Succeeds Act (ESSA) http://www.ed.gov/esea
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

The Perkins College of Education (PCOE) at Stephen F. Austin State University is committed to the following core values http://coe.sfasu.edu/about-us

- 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.

Course Alignment: Listed below are the Program Learning Objectives (PLO) and Student Learning Objectives (SLO) for this course. They align with our PCOE mission of preparing competent professionals, and include values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood, elementary, and middle level learners in the acquisition of reading. These Learning Objectives are aligned with the Association for Early Childhood International (ACEI), ELAR EC6 and 4-8 Content Standards, the Association for Middle Level Education (AMLE), the TExES E Prep EC-12 content and teacher standards (Educator Preparation Program Standards / Teacher Standards), the International Dyslexia Association (IDA) content standards for teachers of reading (section 1) and TEC 21.044.c.2 plus TAC §228.35 & .30, and the Texas Education Agency’s (TEA) Texas Essential Knowledge and Skills (TEKS) for what Texas students should know and be able to do in English Language Arts and Reading (ELAR). Technology Applications (TATEKS) for beginning teachers’ standards and ISTE (technology) standards are also incorporated into the SLOs for this course and listed at the end of applicable assignments in this syllabus. This philosophy, vision, and course alignment are intended to provide the foundation needed to successfully complete the remaining reading courses and field experiences in our program and help distinguish SFA graduates from those of other institutions.

Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO)

Below are the program (PLO) and course (SLO) expectations for teacher candidates (TC) upon completion of RDG 320.

PLO 1 (overall program learning objective). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1). In keeping with the PCOE 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 of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to understand the following (SLOs):

SLO 1.1 (specific course learning objective) understand that literacy develops over time and progresses from emergent to proficient stages.
ASSESSMENT: ESSAY on how to teach a child to read. Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.1k) 6.2s (3.7s) 4-8.3k / EPR (TS): 1.14k 1.25k 1.2s (TS2Bii/TS2Ci) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai/TS5Ci TS5Ci) / 1.16s (TS1Ci) / 1.4s 1.11s (TS3Bi) 1.21s (TS1Ci) / EP - 1.11k (TS3Ai) 1.7k (TS3Ci) 1.6s (TS3Bi) 1.1s (TS1Bi) 1.4s / 1.7s (TS1Ai) / Dyslexia IDA 1C 1-5, D, E

SLO 1.2 – TC understand how oral language develops and is used to communicate with others.

ASSESSMENT – NEWSLETTER – TC communicate with parents about language and other foundational skills development. Standards: ELAR: EC6 (4-8 in paren) 1.8s (1.12s) 2.4s / *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, B / EPR (TS) 1.7s (TS1Ai); Tech EP 3.1k (ISTE 3a, 3d), 3.2k (ISTE 3d)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4-8/2.2s) EPR (TS) 1.28s (TS2Ai/TS5Ci TS5Ci) / DYSLEXIA QUIZ (4-8/3.4k) / EPR (TS) 1.11k (TS3Ai) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / EPR (TS) 1.11k (TS3Ai)

SLO 1.3 – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics.

ASSESSMENT – EXAMS – QUIZZES/MIDTERM & FINAL - Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4-8/2.2s) EPR (TS) 1.28s (TS2Ai/TS5Ci TS5Ci) / DYSLEXIA QUIZ (4-8/3.4k) / EPR (TS) 1.11k (TS3Ai) 1.21k 1.24k 1.24s ESL QUIZ: EC-6 (4-8) 3.3k (2.3k) / EPR (TS) 1.11k (TS3Ai) 3.3k (2.3k); 5.5k 3.7k); 5.4s (3.3s); 5.5s (3.5s); 7.5k (4.3k)

SLO 1.4 – TC understand essential components of phonological/phonemic awareness.

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A, B, C1; EPR (TS): 1.11k (TS3Ai) 1.7s (TS1Ai); and Tech EP 2.4k (ISTE 3a, 3b, 3c), 3.1k (ISTE 3a, 3d), 3.2k (ISTE 3d).

ASSESSMENT – NEWSLETTER – TC communicate with parents about phonological awareness and other foundational skills development. Standards: ELAR: 1.8s (1.12s), 2.4s; PPR (TS) 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a, 3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d)

ASSESSMENT – ESSAY – on how to teach a child to read. Standards: ELAR: 1.3k (4.3k) 2.2k (2.1k)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.11k) 4.9s (2.1s) 5.1k (3.1k) 5.4s
(3.3s) 5.5s (3.5s) 7.5k (4.3k) (4-8/2.2s) /EPR (TS): 1.28s (TS2Ai/TS5Ci TS5Ci) EPR (TS) 1.11k (TS3Aii)/3.3k (2.3k); 5.5k 3.7k); 5.4s (3.3s); 5.5s (3.5s); 7.5k (4.3k)

**SLO 1.5** – TC understand the essential components of the alphabetic principle and basic phonics.

**ASSESSMENT – RESEARCH POST** – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ELAR: EC6 (4-8 paren): 3.5s / Dyslexia IDA Sect.1 C-2 / EPR (TS): 1.11k (TS3Aii); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d).

**ASSESSMENT – NEWSLETTER** – TC communicate with parents about the alphabetic principle and phonics among other foundational skills development. Standards: ELAR (EC6 (4-8 paren): 3.4s, 4.8s 3.4s 4.8s 6.4s
GETTER – SPELLING INVENTORY & WORD STUDY LESSON PLAN – SPELLING INVENTORY
TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book. EC6 EPR (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.9k (3.9k) 5.1s (3.3s) 5.4s (3.3s / 3.5s) 5.8k (8.3k) 5.7s (5.1s) 8.1s (10.1s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) Dyslexia IDA Content Sect 1: A, C1, 2, 6; EPR (TS) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5ii) WORD STUDY LESSON PLAN - EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) 5.4k (3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) - 6.5k (3.9k) 6.6k (3.9k) - 8.1s (10.1s), 10.3k (8.3k); Dyslexia Content area 1-C2.4k, C2.3k, C6.Spell.2; EPR (TS in parentheses) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.7k (TS3Ci), 1.12k/1.12s, 1.13k (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s TS1Bi), 1.2s (TS2Bii/TS2Cii), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bii), 1.9s (TS1Ai), 1.1s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi), 1.20s (TS1Bii), 1.21s (TS1Ci), 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) (4-8/3.4k) 3.3k (2.3k) 3.4k (3.3s) 3.2s/4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s/5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4-8/2.2s) (4-8/8.5k) / EPR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Ai) 1.21k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.19s (TS1Bii) 1.24s 1.29s (TS1Fiii / TS5i / TS5Di) Detection & Education of Students w Dyslexia 1.11k (TS3Aii) 1.14k 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.9s (TS1Aii) 1.15s

SLO 1.6 - TC understand the essential components of fluency.

ASSESSMENT – ESSAY on how to teach a child to read well. Standards: ELAR: EC6 (4-8): 3.2k (2.2k) 10.8k (8.6k) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 3.1k (2.2k) 5.1s (3.3s) 5.3s (3.4s) 6.2k (3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.11k) 6.2s (3.7s) / Dyslexia IDA Content Sect 1: A, B, C1-5, D, and E / EP (TS in paren): 1.7s (TS1Ai) 1.11k (TS3Aii) 1.4s 1.4s 1.11s (TS3Bii) 1.16s (TS1Ci) 1.21s (TS1Ci) 1.25k 1.28s (TS2Aii / TS5Ci TS5Cii) 1.11k (TS3Aii) 1.28s (TS2Aii / TS5Ci TS5Cii)

ASSESSMENT – NEWSLETTER TC communicate with parents about fluency and other foundational skills development. Standards: ELAR: EC6 (4-8): 3.4s 5.8s 6.4s (3.10s) *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, 2, 3, 4, B / EPR (TS in paren): 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a, 3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d).

ASSESSMENT – RUNNING RECORD TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR: EC6 (4-8): 4.6k (2.8k) 5.2k 5.3k 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k
ASSESSMENT – FLUENCY LESSON PLAN TC complete a lesson plan using Readers Theater strategy for building fluency. Standards: ELAR EC6 (4-8): 5.6k (3.9k) 6.1k (3.2k) 6.2k (3.8k) 6.4k (3.9k) 6.2s (3.7s) / DYSLEXIA IDA Content Sect 1: C.2.3k E PR (TS in paren): E PR (TS) 1.12k / 1.12s 1.13k (TS1Ai) 1.14k 1.16k 1.19k 1.25k 1.26k (TS5Ai) 1.1s (TS1Bi) 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.4s 1.6s (TS3Bi) 1.7s (TS1Ai) 1.9s (TS1Aiii) 1.11s (TS3Bi) 1.13s 1.14s (TS2Bi) 1.15s 1.16s (TS1Ci) 1.20s (TS1Bi) 1.21s (TS1Ci) 1.29s (TS1Fii / TS5i / TS5Dii)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 2.2s 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.4s (3.3s) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8/2.2s) (4-8/8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8/3.4k) 3.3k (2.3k) / E PR (TS in paren): 1.11k (TS3Aii) 1.28s (TS2Ai / TS5Ci TS5Cii)
SLO 1.7 – TC understand and can support the development of word identification skills and reading vocabulary.

ASSESSMENT – NEWSLETTER TC communicate with parents about word id and vocabulary plus other foundational skills development. Standards: ELAR EC6 (4-8 paren): 2.4s 3.4s 5.8s 6.4s (3.10s) *MLG 4-8 2.12s/Dyslexia IDA Content Sect 1: A, C1, 2, 3, 4, B / EPR (TS): 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a, 3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d).

ASSESSMENT – RUNNING RECORD TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes word id and vocabulary development. Standards: ELAR EC6 (4-8 in paren) 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) 8/8/5.5k / Dyslexia IDA Content Sect 1: C2, 3 / EPR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai/TS5Ci/TS5Cii) 1.29s (TS1Fii/TS5i/TS5Di).

ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve reading skills. Standards: SPELLING INVENTORY - ELAR EC6 (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s/3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1, 2, 6; EPR (TS) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.6k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai/TS5Ci/TS5Cii) WORD STUDY LESSON PLAN - ELAR EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) – 5.4k (3.6k) – 5.7k (3.10k) – 5.9k (3.9k) – 5.1s (3.3s) – 6.1k (3.2k) – 6.5k (3.9k) – 6.6k (3.9k) – 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA IDA Sect 1 Content - C2.4k, C2.3k, C6.Spell.2; / EPR (TS in parentheses) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.7k (TS3Ci), 1.12k/1.12s, 1.13k (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, 1.1s (TS1Bi), 1.2s (TS2Bi)/TS2Cii), 1.3s (TS1Ci), 1.4s, 1.6s (TS3Bi), 1.7s (TS1Ai, 1.8s (TS3Bi), 1.9s (TS1Ai), 1.11s (TS3Bi), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS1Fii/TS5i/TS5Di).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 2.3s 3.3k (2.3k) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.3s (3.4s) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) 4-8/2.2s (4-8/.5k) 4.9s (2.1s) 6.1k (3.2k) 4-8/3.4k / EPR (TS) 1.28s (TS2Ai/TS5Ci/TS5Cii) 1.11k (TS3Ai), 1.19s (TS1Bi).

SLO 1.8 – TC understand the essential components of comprehension.

ASSESSMENT – COMPREHENSION LESSON PLAN TC view videos of and complete a lesson plan addressing the development of comprehension using flexible guided reading groups. Standards: ELAR EC6 (4-8): EC6 (4-8 IN PAREN): 5.5k (3.5s, 3.7k)/DYSLEXIA IDA Content Sect 1: C.5.1k / EPR (TS) 1.19k 1.26k (TS5Ai) 1.1s (TS1Bi) 1.4s 1.6s (TS3Bi) 1.7s...
ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 5.1k (3.1k) 5.5k (3.7k) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) (4-8/8.5k)/EPR (TS in paren): 1.19s (TS1Bii) 1.24s

SLO 1.9 – TC know a variety of contexts to support the development of young students’ listening and speaking skills.

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards, ELAR EC6 (4-8 in parentheses): 2.1k 2.2s 2.3s 7.5k (4.3k)

ESL SLO 1.10 – TC understand the importance of English language instruction that builds on the first language through listening, speaking, reading and writing processes.
ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6(4-8): EC-6 (4-8) 3.3k (2.3k)

ESL SLO 1.11 – TC understand factors that contribute to language development in multilingual learning environments.

ASSESSMENT – ESSAY on how to teach a child to read which includes meeting needs of diverse student populations. Standards: Ec6 (4-8 IN PAREN): 1.2k, 3.3k (2.3K)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAREC6(4-8): 1.2k, 3.3k (2.3k)

ESL SLO 1.12 – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6(4-8): Ec6 (4-8) 1.2k, 3.3k (2.3k); E PR: 1.9s

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI2; AMLE2; InTASC 4). Upon completion of this course, teacher candidates are expected to understand the following:

SLO 2.1 – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word study.

ASSESSMENT – NEWSLETTER TC communicate with parents about foundational skills development. Standards: ELAR EC6(4-8 in parentheses) 1.8s (1.12s) 2.4s 3.4s 5.8s 6.4s (3.10s) *
MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1,2,3,4, B / PPR (TS) 1.7s (TS1Ai); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d).

ASSESSMENT – ESSAY on how to teach a child to read. Standards: ELAR EC6(4-8): 4.6k (2.8k) 5.1s (3.3s) / E PR (TS) 1.4s 1.11s (TS3Bi) 1.21s (TS1Cii) 1.16s (TS1Ciii) 1.9s (TS1Ai)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6(4-8) 2.2s 2.3s 3.1s (3.3s) 3.2s 5.5k (3.7k) 5.1s (3.3s) 5.2s (4-8 / 2.2s) / E PR (TS) 1.11k (TS3Ai) 1.21k / Education of Students w Dyslexia

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which include evidence-based teaching strategies. Standards: ELAR EC6(4-8): 4.6K (2.8k) 5.6k (3.2k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 6.2k (3.8k) 6.4k (3.9k) 6.6k (3.9k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.16k 1.7s (TS1Ai)

ASSESSMENT – LESSON PLANS (Word Study for Phonics; Reader’s Theater for Fluency; Before, During, After / Prediction for Comprehension). Standards: EC6 (4-8 in parentheses) 3.2s
SLO 2.2 – TC understand instructional grouping including flexible grouping for implementing reading instruction.

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes various flexible groups targeting specific skills.

Standards: ELAR EC6 (4-8): 4.6K (2.8k) 6.4k (3.9k) 6.6k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k) (4-8)
ASSESSMENT – LESSON PLANS (Flexible guided reading groups / Word Study for Phonics; Reader’s Theater for Fluency; Before, During, After / Prediction for Comprehension). Standards: ELAR EC6 (4–8 in parentheses) 6.4k (3.9k) 6.2s (3.7s) 5.7k (3.10k) 5.9k (3.9k) 6.6k (3.9k) 5.6k (3.9k) / DYSLEXIA Content area 1 - C2.4k, C2.3k C.3.4k, C.5.1k / E PR (TS in parentheses) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.1s (TS1Bi) 1.3s (TS1Ci) 1.4s 1.9s (TS1Aii) 1.11s (TS3Bii) 1.14s (TS2Bi) 1.16s TS1Cii) 1.19s (TS1Bii) 1.21s (TS1Cii) 1.29s (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: E PR (TS in paren): 1.4k 1.2s
(TS2Bii /TS2Ciii) 1.3s (TS1Ci) 1.15s /Professional Role - can detect & educate students w dyslexia
based on evidence-based research

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; AMLE 2; InTASC 2,3,5,7,8). Upon completion of this course, teacher candidates are expected to understand the following:

SLO 3.1 – TC understand that writing to communicate is a developmental process and are able to provide instruction that helps young learners develop competence in written communication.

ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve writing. Standards: ELAR: EC6 (4–8 paren): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.4s (3.3s / 3.5s) 5.8k (8.3k) 5.7s (5.1s) 10.2k (8.3k) 3.5s 3.4s 5.8s 6.4s (3.10s) 3.1s 5.4k (3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.5s) 6.1k (3.2k) 6.5k (3.9k; 3.9s) 6.6k (3.9k) 8.1s (10.1s) 10.3k (8.3k) EC-6 (4–8) 4.9s (2.1s) 6.1k (3.2k) (4–8 / 3.4k) 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4–8/2.2s) (4–8/8.5k) / Dyslexia IDA: Sect.1 C–2, 6; 2.4k, C2.3k, C6.Sleep.2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Aii) 1.2k (TS2Cii) 1.3k (TS2CI) 1.7k (TS3Cii) 1.12k / 1.12s 1.13k (TS1Aii) 1.14k 1.16k 1.19k 1.21k 1.25k 1.26k S5Ai) 1.1s (TS1Bi) 1.2s (TS2Bii / TS2Cii) 1.3s (TS1Ci) 1.4s 1.6s (TS3Bi) 1.8s (TS3Bi) 1.9s (TS1Aii) 1.11s (TS3Bii) 1.13s 1.14s (TS2Bi) 1.15s 1.16s (TS1Cii) 1.19s (TS1Bii) 1.20s (TS1Bii) 1.21s (TS1Cii) 1.29s (TS1Fiii / TS5i / TS5Di) 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii)

ASSESSMENT – EXAMS QUIZZES/MIDTERM & FINAL Standards: ELAR: EC6 (4–8) 3.3k (2.3k) 3.4k 3.1s (3.3s) ca3.2s 4.9k (2.11k) 5.1s (3.3s) 5.7s (3.1s) 10.3k (8.3k) 4.9s (2.1s) /E PR (TS) 1.21k 1.19s (TS1Bii) 1.29s (TS1Fiii / TS5i / TS5Di) / Detection & Education of Students w Dyslexia

SLO 3.2 – TC understand essential components of a direct model lesson plan and how to support guided
ASSESSMENT – LESSON PLANS (Direct model lesson plan for explicit systematic hands-on Word Study Phonics lesson using Beck book; Reader’s Theater plan for Fluency; Before, During, After / Prediction for Comprehension plan using flexible guided reading group/ all based on TEKS and incorporating LO TEKS). EPR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aiii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S) 1.1(TS1Bi), 1.2(TS2Bii / TS2Cii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aiii), 1.11 (TS3Bi0), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ciii), 1.19(TS1Bii), 1.20(TS1Biii), 1.21(TS1Cii), 1.24, 1.28(TS2Ai/T5Ci/T5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/T5Ci/T5Cii), 1.29 (TS1Fiii / TS5Bi / TS5Di)
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; AMLE 4; InTASC 6). Upon completion of this course, teacher candidates are expected to understand the following (SLOs):

SLO 4.1 – TC understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by TEKS (grade level Texas Essential Knowledge and Skills) for planning instruction.

ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan TC evaluate student spelling and make recommendations for an explicit systematic hands-on word study lesson using Beck phonics book. Standards: ELAR EC6 PPR (4-8 in paren) Standards: ELAR EC6 (4-8 paren): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.1k (8.1k) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS) 1.2k(TS2Cii), 1.3k(TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s(TS3Bii), 1.24s, 1.28s(TS2Ai/TS5Ci TS5Cii)

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it and make recommendations for improvement supported by TEKS. Standards: ELAR EC6 (4-8 in paren) 4.6k (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1s (3.2) 2.6k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / E PR (TS in paren) 1.2k(TS2Cii) 1.3k(TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s(TS3Bii) 1.24s 1.28s(TS2Ai/TS5Ci TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3

ASSESSMENT – LESSON PLANS TC can plan lessons using TEKS based on various assessments. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aiii), 1.12, 1.13 (TS1Ai), 1.14(TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26(TS5Ai) All Lesson Plans address these Skills(S) 1.1(TS1Bi), 1.2(TS2Bii / TS2Ciii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bii), 1.9(TS1Aiii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ci), 1.19(TS1Bii), 1.20(TS1Bii), 1.21(TS1Ci), 1.24, 1.28(TS2Ai/TS5Ci/TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fiii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/FINAL Standards: ELAR EC6 (4-8 paren): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.28s(TS2Ai/TS5Ci TS5Cii) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fiii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

SLO 4.2 – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation Survey, CBM, Running Record, Concepts About Print, tests of Phonological Awareness, Quick Phonics
Screener, Fry’s Instant Sight Words, & Oral Retell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment.

**ASSESSMENT – SPELLING INVENTORY & Word Study Lesson Plan** TC evaluate student spelling and make recommendations for explicit systematic hands-on word study lesson using Beck phonics book.

Standards: ELAR EC6 (4-8 in paren) Standards: ELAR EC6 (4-8 paren): 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s/3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.1k (8.1k) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1, 2, 6 / EPR (TS) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai/TS5Ci/TS5Cii)

**ASSESSMENT – MONITORING PROGRESS (CBM)** TC use assessment and technology to monitor reading progress and reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) /
Dyslexia IDA Content Sect 1: D/E PR (TS) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS2Ci S5Ci) 1.29s (TS1Fii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d, 3d).

**ASSESSMENT – RUNNING RECORD** TC assess reading progress using informal running records, analyze it, and make recommendations for strategic improvement based on that assessment. Standards: ELAR EC6 (4-8 in paren) 4.6k (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.1k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8/ 8.5k) / EPR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Ci) 1.29s (TS1Fii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3

**ASSESSMENT – LESSON PLANS** TC use various assessments to inform instruction and lesson plan writing. EPR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2 (TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci0, 1.11 (TS3Aiii), 1.12, 1.13 (TS1Ai), 1.14 (TS1Diii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills (S) 1.1 (TS1Bi), 1.2 (TS2Bi / TS2Ci), 1.3 (TS1Ci), 1.4, 1.6 (TS3Bi), 1.7 (TS1Ai), 1.8 (TS3Bii), 1.9 (TS1Aiii), 1.11 (TS3Bii), 1.12, 1.13, 1.14 (TS2Bi), 1.15, 1.16 (TS1Ci), 1.19 (TS1Bi), 1.20 (TS1Bii), 1.21 (TS1Ci), 1.24, 1.28 (TS2Ai / TS2Ci / TS5Ci), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai / TS5Ci / TS5Ci), 1.29 (TS1Fii / TS5i / TS5Di)

**ASSESSMENT – EXAMS: QUIZZES/FINAL.** Standards: ELAR EC6 (4-8 paren) 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8/ 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8/ 3.4k) / EPR (TS) 1.28s (TS2Ai / TS5Ci TS5Ci) 1.24k 1.19s (TS1Bi) 1.24s 1.29s (TS1Fii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

**SLO 4.3** - TC know the characteristics of, and are able to support, students with dyslexia.

**ASSESSMENT – RESEARCH POST** TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle which have predictive validity re future reading success. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s, 3.5s / Dyslexia IDA Sect. 1 A, B, C1, C2 / EPR (TS): 1.11k (TS3Aii) 1.7s (TS1Ai); Tech EP 2.4k (ISTE 3a, 3b, 3c), 3.1k (ISTE 3a, 3d), 3.2k (ISTE 3d).

**ASSESSMENT – ESSAY** on how to teach a child to read which includes supporting children with dyslexia. Standards: EPR (TS) 1.14k 1.25k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.9s (TS1Aii) 1.15s 1.19s (TS1Bi) 1.28s (TS2Ai / TS5Ci TS5Ci) / Dyslexia ID Content Sect. 1 C 1-5, D, E

**ASSESSMENT – MONITORING PROGRESS (CBM)** TC use assessment and technology
to monitor reading progress of at risk and struggling students and they reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.2s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D/EPR (TS)1.2k (TS2Cii) 1.3k (TS2Ci) 1.13k (TS1Ai) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai/TS5Ci) S5Cii) 1.29s (TS1Fi/TS5i/TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

ASSESSMENT – EXAMS: QUIZZES/ FINAL Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8/3.4k) / EPR (TS) 1.11k (TS3Ai) 1.21k 1.24k 1.2s (TS2Bi/TS2Ciii) 1.3s (TS1Ci) 1.19s (TS1Bi) Detection & Education of Students w Dyslexia

### III. Course Assignments

### V. Evaluation and Assessments (Grading):

TOTAL points to be earned: 100 pts

A = 100-90 pts
B = 89-80 pts
C = 79-70 pts
F = less than 70 pts

*C or better for this course is required as a prerequisite for Field Experience II.

### VI. Tentative Course Outline/Calendar:

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in D2L. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted in writing on D2L, but it is your responsibility to stay aware of the changes.

### VII. Required TEXTBOOKS


There is NOT a LiveText assignment for this course, but it is required for other courses you will take in conjunction with this course.

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [http://www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. Note: if you plan to use financial aid to purchase this account, you must do so by the date set by financial aid.

### VIII. Class Attendance and Work Policy:
Attendance: Attendance is participation. The attendance policy for this course is the official SFA policy as stated at: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp. In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Being late for class reflects negatively on the final grade as determined by the instructor. If you are not in attendance or late for any assignment including; daily exercises, quizzes, and/or other assignments, you cannot earn points related to those assignments. Valid excuses for absences are limited to health, religious observation, family emergencies, and participation in certain SFA-sponsored events. Students are responsible for providing written documentation for every absence, from which a decision will be made regarding the excusability of the absence. Without written documentation the following day after the absence, the absence will automatically be considered unexcused. No student shall be allowed to pass the course whose unexcused absences exceed two (2). A Sign-In sheet is provided at the beginning of class. Students should sign-in legibly with the full name, as they enter the classroom unless they are tardy. Late class arrivals are disruptive. Tardiness can negatively reflect upon your final grade. If the Sign-In Sheet has been removed by the instructor, have a seat and the sign i at the end of class. Not signing the Sign-In sheet indicates an absence. Signing in for someone else and/or absences will reflect negatively on your grade, as determined by the instructor.

The following is information that helps clarify and outline student responsibilities, and expectations for enrollment and participation. To be successful you should:

- have time to dedicate to and participate in the course. All assignments, including daily exercises, quizzes, and cannot be completed, if you are not in attendance and/or tardy and, therefore, no points can be earned.
- all assignments and quizzes must be completed to receive a grade in this course.
- bring your textbook and supplies, i.e., flash drive, pad on which to take notes, pen, and other needed materials to class each day.
- take class notes of announcements and use the resources that your instructor has prepared in D2L to set your schedule and prioritize your efforts. You must plan to dedicate time to fully participate in the course.
- not get behind in textbook reading and assignments - it can be difficult to catch up
- submit all work by due date--late work is accepted for feedback, however, a grade of zero will be assigned. All assignments must be submitted for a grade in the course, although points cannot be earned for late work.
- not ask for special consideration in submitting late assignments and taking quizzes beyond the release date. Quizzes are released on the scheduled date and time only. Accepting one late assignment for grading purposes for any reason could invalidate the entire course assessment process and require the resubmission of assignments and quizzes by all students on a new deadline date. This poses an undue burden for classmates who met the deadline and causes significant delays in the course schedule.
- not ask for extra or bonus work to supplement your grade. There is no extra bonus work.
- maintain a copy of all submitted work on flash drive. All assignments must be computer generated and free from spelling and grammar errors.
• create all correspondence and assignments, including email, in Standard English. Written work must be professional in work and appearance. This means no casual terms, "text" language, nor any other nonstandard English.

• not bring food or drink into the classroom.

• take care of restroom needs prior to the beginning of class. If you need a bathroom break, it is not a time to take out your cell phone for texting, browsing, or talking. Cell phones and all other personal electronic devices should be off and put away before entering and after leaving class, and should remain off, put away, and concealed for the entire class period.

Do not leave personal items in the classroom. SFA is not responsible for items left in the classroom.

• Students are expected to exhibit a courteous and mature behavior. The class should remain seated, on task, and respectful to others as not to disrupt student learning, i.e., wandering around the room, talking, asking to borrow items, leaving the classroom, etc.

Use of Personal Electronic Devices in the Classroom: Students are directed to turn off and put away (out of sight) personal electronic devices before entering the classroom and should remain off and put away until the end of class and the student has exited the classroom. This class requires your engagement, and cell phones serve to distract from that engagement. Personal computers are allowed in class for taking notes and instructor supervised classroom activities. Personal computers and cell phones should not be used in the classroom for surfing the web, emailing, texting, going to social media sites, or any other personal use. At the instructor’s discretion, the penalty for non-compliance will consist of loss of points on final grade to removal of student from class. To prevent distractions that could hinder learning, all personal electronic devices, i.e., cell phones, iPads, iPods, tablets, etc. are to be placed on “silent.” Vibrate is not “silent.” Answering a cell phone, texting, listening to music, charging cell phone, or using the computer for matters unrelated to the course may be grounds for dismissal from class or other penalties. Points will be removed from final grade for non-compliance. If you are expecting an urgent call, please inform the party making the call, the instructor, and the Department of Elementary Education office. If a personal urgent phone call for a student is received, the office will contact the instructor and immediately inform the student. The office number is 936 468-2904.

IX. 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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, 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
X. Student Ethics and Other Policy Information:

Professionalism:
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.

Each teacher candidate is expected to:
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- **submit ALL WORK in order to complete this course**;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
- become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit [http://www.sfasu.edu/ppolicies/academic_integrity.asp](http://www.sfasu.edu/ppolicies/academic_integrity.asp)

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for 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 polity on penalties for cheating and plagiarism.

All assignments submitted for this course must be original. In other words, the students' work in another course would not be original to this course and, therefore, will not be accepted. If a student is retaking this course, the work must be original. The student will not receive credit for work submitted in a previous semester.

**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 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 that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for academic dishonesty** 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
Student Appeals:
A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

Withheld Grades Semester 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 and F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

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. 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/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

X1. Other Relevant Course Information

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. NOTE: Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.

Student Ethics and Other Policy Information:
Candidates are expected to be present themselves as professionals at all times. Behaving unprofessionally will adversely affect the candidate's
grade. Each teacher candidate is expected to:

- attend all class meeting in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- submit ALL WORK to complete this course;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
• complete the end-of-course online evaluation;
• dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
• become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit http://www.sfasu.edu/ppolicies/academic_integrity.asp

X11. Course Assignments, Activities, Instructional Strategies, use of Technology:
<table>
<thead>
<tr>
<th>Date</th>
<th>Module Description</th>
<th>Reading Material</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28 to 9/2</td>
<td>Getting Started Becoming an effective literacy teacher/Critical components. Some of the challenges you will face as a teacher. Major issues and considerations.</td>
<td>Chp 1-2 Fundamentals of Literacy Instruction</td>
<td>Getting Started Quiz Begin reading Fundamentals of Literacy Instruction</td>
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<tr>
<td>9/11 to 9/17</td>
<td>Phonics Instruction. A relationship between written letters and the sounds they represent in speech, be they individual letters or in words.</td>
<td>Chp 5 Fundamentals of Literacy Instruction Chp 4-5 Making Sense of Phonics</td>
<td>Phonics Lesson (10 pts)</td>
</tr>
<tr>
<td>9/18 to 9/24</td>
<td>Running Record. Authentic reading assessment and formal assessments.</td>
<td>Module – Assessment</td>
<td>Running Record (10 pts)</td>
</tr>
<tr>
<td>9/25 to 10/1</td>
<td>Fluency. Reading with accuracy, expression, and at an appropriate rate or speed. Teaching students to read with fluency and comprehension.</td>
<td>Chp 8 Fundamentals of Literacy Instruction Chp 8 Making Sense of Phonics Module - Assessment</td>
<td>Fluency Lesson (10 pts)</td>
</tr>
<tr>
<td>10/2</td>
<td>Comprehension.</td>
<td>Chp 11 Fundamentals of Literacy Instruction</td>
<td>Before, During, After Reading Lesson (10 pts)</td>
</tr>
<tr>
<td>to 10/8</td>
<td>Multiple strategies for teaching young students how to develop comprehension skills.</td>
<td>Module - Comprehension pts)</td>
<td>Page 20</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook/Module</td>
<td>Assignment</td>
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<tr>
<td>10/16</td>
<td>Vocabulary/Word Study</td>
<td>Chp 10 Fundamentals of Literacy</td>
<td>Vocabulary Lesson (5 pts)</td>
</tr>
<tr>
<td>To 10/22</td>
<td>Increase students’ vocabulary knowledge and word consciousness. Strategies to support decoding and word recognition.</td>
<td>Chp 7 Making Sense of Phonics Module - Vocabulary</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Spelling</td>
<td>Chp 13 Fundamentals of Literacy</td>
<td>Spelling Lesson (5 pts)</td>
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<tr>
<td>To 10/29</td>
<td>Spelling development and strategies for spelling instruction.</td>
<td>Chp 9 Making Sense of Phonics Module - Spelling</td>
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<tr>
<td>10/30</td>
<td>Newsletter</td>
<td>Chp 17 Fundamentals of Literacy</td>
<td>Newsletter to parents (5 pts)</td>
</tr>
<tr>
<td>To 11/5</td>
<td>Communicating with parents/guardians regarding English language arts.</td>
<td>Module – Teaching a Team Effort</td>
<td></td>
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<tr>
<td>11/6</td>
<td>Lesson Plan</td>
<td>Chp 16 Fundamentals of Literacy</td>
<td>Put it Together Lesson Plan</td>
</tr>
<tr>
<td>To 11/16 and 11/27</td>
<td>Direct model lesson plan for explicit systematic hands-on Word Study Phonics lesson using Beck book; Reader’s Theater plan for Fluency; Before, During, After / Prediction for Comprehension plan using flexible guided reading group</td>
<td>Module – Lesson Plan</td>
<td></td>
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<td>To 12/2</td>
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<tr>
<td>12/4</td>
<td>Final Exam</td>
<td>Textbook readings, modules, and lecture notes.</td>
<td>Final Exam (10 pts)</td>
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<tr>
<td>To 12/12</td>
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