RDG 415: Language and Literacy III
Sections 001, 002, 003

Fall 2018

Instructor Information:

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Office hours: Wednesday (11:00-12:00), Thursday (10:45-11:45)
I am usually in my office at other times and drop ins are welcome if I am available. Friday by appointment only.
Online hours: Monday (11:30-1:00) I am online at other times.
NOTE: Online hours are subject to change after meeting with online class to discuss optimal times to be available.
Credits: 3 hours
Course Time & Location: 12:30-3:00, Room 205
Section 001 – meets Wednesday
Section 002 - meets Thursday
Section 003 - meets Tuesday

Prerequisites:
Admitted to Educator Preparation

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415.

I. Course Description:
RDG 415 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner.

Note: This section of RDG 415 has been developed to focus on EC-6 grade levels and the writing content related to those grade levels.

Note: There is ONE LiveText Assignment in this course.

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. 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.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards.

RDG 415 is the reading course that focuses mainly on writing instruction and is one of the later reading courses taken.

Program Learning Outcomes & 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; AMLE 1).

• SLO 1.1 Candidates focus on strategy instruction while planning and implementing lessons to address writing strategies that address grade level TEKS and students’ varied abilities.
  o SLO 1.1.1 Assessment - Raguet Writing Collaboration (PPR 1.2s, 1.24k, 2.1s, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s 3.16s, 3.19s; TS 1Fi, 1Fii, 1Bi, 2Ci, 2Ci; ELAR EC6 4.11s, 8.1s, 8.4s, 8.9s, 9.2s, 9.3s, 9.8s, 10.2s; TECH 2.6s, 7.14s ISTE 7b; In TASC 2a; 2d; 2f; 2g; 2h; 2j; 3b; 3k; 3p; 4i; 5f; 5m; 5o; 6d; 6u; 7j; 7n; 7q; 8t)

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 (ACEI 2) Candidates will understand and use the central concepts, tools of inquiry, standards, and research/structures of content to plan and implement curriculum that develops all young students and adolescents’ competence in subject matter (AMLE 2).

• SLO 2.1 Candidates understand that language is different when considering spoken and written, physical writing of letters is taught, language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings
  o SLO 2.1.1 Assessment – Writing Across the Curriculum (PPR 3.6k, 3.8s; ELAR EC6 8.3k, 8.6s)
  o SLO 2.1.2 Assessment – Writer’s Notebook Resource (PPR 2.10s, 3.8s; ELAR EC6 4.6s, 8.3k, 8.6s: In TASC 3d)
  o SLO 2.1.3 Assessment – (Personal) Narrative Writing (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k; TECH 2.6s ISTE 7b)

• SLO 2.2 Candidates know and understand the terms syntax and vocabulary, how spelling develops and the relationships among spelling, phonological, graphophonemic knowledge, alphabetic awareness, the importance of this relationship, and the use of writing conventions.
  o SLO 2.2.1 Assessment – Writing Pre-Test (quiz and LiveText assignment) (ELAR EC6 9.7k)
  o SLO 2.2.2 Assessment - Spelling Strategies and Skills Assignment (PPR 1.28s,1.29s; TS 2Ai, 5Ci, 5Ci, 1Fii, 1Bi, 5Di, 4Ai; ELAR EC6 2.1s, 8.9s, 9.2k, 9.3k, 9.5k, 9.6k, 9.7k, 9.1s, 9.4s, 9.6s, 10.2s; TECH 2.6s, 7.14s ISTE 7b; In TASC 6e; 7i; 8b)
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).

- SLO 3.1 Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop) that assists students in developing competence in written communication.
  - SLO 3.1.1 Assessment – Reading/Writing Connection (PPR 1.4s, 3.3k, 3.3s, 3.6k, 3.8s; ELAR EC6 4.3k, 4.4k, 4.6s, 4.8s, 8.1s, 8.2s, 8.3k, 8.3s, 8.6s)
  - SLO 3.1.2 Assessment – Whole Group Craft Mini-Lesson (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Biii, 3Ci, 3Ai, 1Aii, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s; In TASC 1a; 2a; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2m; 2o; 3b; 3g; 3h; 3m; 4b; 4c; 4f; 4i; 4l; 4p; 4m; 4n; 5c; 5h; 5i; 5j; 5l; 5p; 5q; 6a; 6e; 6f; 6g; 6j; 6k; 7a; 7b; 7d; 7k; 7g; 7j; 7m; 7n; 7p; 7q; 8a; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 9i; 10g; 10j)

- SLO 3.2 Candidates know when to use technology to promote and expand the development of written communication.
  - SLO 3.2.1 Assessment – Technology Integration Assignment (PPR 1.17k, 1.17s; ELAR EC6 8.8k, 8.5s; TECH 7.2k, 7.3k, 7.5s, 7.9s; In TASC 3g; 3h; 3m; 4g; 5l; 7k; 8n)

- SLO 3.3 Candidates know how to establish routines and procedures that promote learning for all during the writing workshop.
  - SLO 3.3.1 Assessment – Writing Workshop Plan (Final) (PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.6s 4.9k; TSC4ii; ELAR EC6 8.8k, 8.5s; In TASC 3d; 3k; 3o; 5c; 100)
  - SLO 3.3.2 Assessment – Raguet Writing Collaboration (PPR 1.2s, 1.24k, 2.1s, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s 3.16s, 3.19s; TS 1Fii, 1Fii, 2Bii, 2Ci; ELAR EC6 4.11s, 8.1s, 8.4s, 8.9s, 9.2s, 9.3s, 9.8s, 10.2s; TECH 2.6s, 7.14s; In TASC 2a; 2b; 2d; 2f; 2g; 2h; 2j; 3b; 3k; 3p; 4i; 5d; 5f; 5m; 5o; 6d; 6s; 6u; 7j; 7n; 7q; 8l)

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).

- SLO 4.1 Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction and communicating with families.
  - SLO 4.1.1 Assessment – Communicating with Families (part of Raguet conferencing component) (PPR 1.28s, 4.2k, 4.3k, 3.19s, 4.3s, 4.4s; TS 2Ai, 5Ci, 5Ci, 1Fii, 1Fi, 4Div, 5Biii, 6Ci; ELAR EC6 8.3s, 9.7s, 10.2s; In TASC 1c; 1e; 3a; 3n; 7l; 8b; 10d; 10g; 10m; 10q)
  - SLO 4.1.2 Assessment – Raguet Writing Collaboration (PPR 1.2s, 1.24k, 1.29s, 2.1s, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s, 3.16s, 3.19s; TS 1Fii, 1Fii, 2Bii, 2Ci; ELAR EC6 4.11s, 8.1s, 8.4s, 8.7s, 8.9k, 8.9s, 8.10s, 9.2s, 9.3s, 9.7s, 9.8s, 10.2s; TECH 2.6s, 7.14s; In TASC 2a; 2b; 2d; 2f; 2g; 2h; 2j; 3b; 3k; 3p; 4i; 5d; 5f; 5m; 5o; 6d; 6e; 6s; 6u; 7j; 7n; 7q; 8l)

- ESL SLO 4.1 Candidates know and understand all aspects of the TELPAS formal assessment system for the ESL student.
- ESL SLO 4.2 Candidates know and understand how listening, speaking, and reading relate to writing development and connect to the performance level descriptors (PLDs) used in the assessment of ELLs and articulate beginning, intermediate, advanced, and advanced high language acquisition levels relating to instructional strategies.
o ESL SLO 4.3 Candidates use the Texas holistic process to assess writing using the PDL rubrics
  o ESL SLO 4.1/4.2/4.3 Assessment – TELPAS Quiz (PPR 1.6k; TS 2Bii; ELAR EC6 8.6k, 8.2s; ESL SLO 4.1; ESL Texas ST 6; TESOL 4c; TECH 7.14s ISTE 7b; In TASC 2a; 2e; 2f; 2i; 2o; 4i; 4l)

o ESL SLO 4.4 Candidates understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate instruction
  o ESL SLO 4.4.1– Whole Group Craft Mini-Lesson (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Bii, 3Ci, 3Ai, 1Aii, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s; In TASC 1a; 2a; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2m; 2o; 3b; 3g; 3h; 3m; 4b; 4c; 4f; 4i; 4l; 4m; 4n; 4p; 4r; 5c; 5h; 5i; 5j; 5l; 5p; 5q; 6a; 6e; 6f; 6g; 6j; 6k; 6r; 7a; 7b; 7d; 7g; 7j; 7m; 7n; 7p; 7q; 8a; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 10i; 10g; 10j)

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; AMLE 5).

  o SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development.
    o SLO 5.1.1 Assessment – Communicating with Families (part of Raguet conferencing component) (PPR 1.28s, 4.2k, 4.3k, 3.19s, 4.3s, 4.4s; TS 2Ai, 5Ci, 5Cii, 1Fii, 1Fiv, 4Dii, 5Bii, 6Ci; ELAR EC6 8.3s, 9.7s, 10.2s; In TASC 1c; 1e; 3a; 3n; 7l; 8b; 10d; 10g; 10m; 10q)

  o SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction.
    o SLO 5.2.1 Assessment – Writing Workshop Plan (Final) (PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.6s 4.9k; TSC4ii; ELAR EC6 8.8k, 8.5s; In TASC 3d; 3k; 3o; 5c; 10o)
    o SLO 5.2.2 Assessment – Daily Class Participation/Preparedness (PPR 3.3k, 3.3s, 4.9k; EC6 ELAR 1.11k, 4.3k, 4.4k, 4.8s, 4.11s, 8.1k, 8.2s, 8.3k, 8.5k, 8.6k, 8.7k, 8.9s, 9.4k, 9.8s; In TASC 4b; 4c; 4n; 4p; 5h; 5i; 5j)

Class discussions and completion of Before Class Assignments and in class assignments.

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

DROPBOXES – (82 pts.)

  • (Personal) Narrative Writing (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k; TECH 2.6s ISTE 7b) (12 pts.)
  
  You will create a narrative assignment that shows the steps in the writing process and that you can participate in self-assessment.

  • Spelling Strategies and Skills Assignment (PPR 1.28s, 1.29s; TS 2Ai, 5Ci, 5Cii, 1Fii, 5Bi, 5Di, 4Aii; ELAR EC6 2.1s, 8.9s, 9.2k, 9.3k, 9.5k, 9.6k, 9.7k, 9.1s, 9.4s, 9.6s, 10.2s; TECH 2.6s, 7.14s ISTE 7b; In TASC 6e; 7l; 8b) (10 pts.)
  
  You will analyze a student writing sample, list characteristics of spelling strategies student demonstrates, determine the stage of spelling, skills to be taught, provide a target focus for a future lesson, and provide instructional ideas to teach the target focus.

  • Conventions (Other than spelling) Assignment (PPR 1.28s, 1.29s; TS 2Ai, 5Ci, 5Cii, 1Fii, 5Bi, 5Di, 4Aii; ELAR EC6 8.1k, 8.7k, 9.1k, 9.4k, 9.5k, 9.7k, 9.1s, 9.4s, 9.6s, 9.8s, 10.2s; TECH 2.6s, 7.14s ISTE 7b; In TASC 6e; 7l; 8b) (10 pts.)
  
  You will analyze a student writing sample, determine convention errors other than spelling, provide a target focus for a future lesson, and provide a short teacher-created mentor text to provide model/guided practice on how you would correct the same type of errors in your own writing.

  • Whole Group Craft Mini-Lesson (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Bii, 3Ci, 3Ai, 1Aii, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s; In TASC 1a; 2a; 2d;
You will create a whole group craft mini lesson based on the planning format shown in this course for the grade level of your choice.

- **Technology Integration Assignment** (PPR 1.17k, 1.17s; ELAR EC6 8.8k, 8.5s; TECH 7.2k, 7.3k, 7.5s, 7.9s, ISTE 1a, 4d, 5a, 5b, 5c; In TASC 3g; 3h; 3m; 4g; 5l; 7k; 8n) (10 pts.)
  You will research and present technology resources that are age appropriate and help facilitate instruction throughout the writing process.

- **Writing Workshop Plan (FINAL)** (PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.6s, 4.9k; TS C4iii; ELAR EC6 8.8k, 8.5s; In TASC 3d, 3k; 3e; 5c; 10o) (10 pts.)
  This assignment is your FINAL. At the completion of the semester, you develop your own plan for your future classroom including classroom routines and procedures you will implement to promote a successful writing workshop. Finally, you will reflect on how you will collaborate with others, including other professionals and families, and how those collaborations help your future students as writers and help you grow professionally.

- **Writing Across the Curriculum** (PPR 3.6k, 3.8s; ELAR EC6 8.3k, 8.6s) (10 pts.)
  You will select a content area and prepare ways to integrate writing to support both essential skills in writing and the selected content area.

- **Communicating with Families (part of Raguet conferencing component)** (PPR 1.28s, 4.2k, 4.3k, 3.19s, 4.3s, 4.4s; TS 2Ai, 5Ci, 5Cii, 1Fi, 1Fi, 4Div, 5Bii, 6Ci; ELAR EC6 8.3s, 9.7s, 10.2s; In TASC 1c; 1e; 3a; 3n; 7l; 8b; 10d; 10g; 10m; 10q) (10 pts.)
  During the Raguet Writing Collaboration, you will conference with students about their writing. You will use a writing sample from one of the students to create text for an email to communicate the writing performance of this student to the family of the student.

**QUIZZES** – (8 pts.)

- **Writing Pre-Test (quiz and LiveText assignment)** (ELAR EC6 9.7k) (3 pts.)
  You will complete a quiz to test your current skills in grammar/spelling. Two points of the grade are based on your score on the quiz and one point for submitting the required document to LiveText by the required deadline.

  - **TELPAS Quiz** (PPR 1.6k; TS 2Bii; ELAR EC6 8.6k, 8.2s; ESL SLO 4.1; ESL Texas ST 6; TESOL 4c; TECH 7.14s, ISTE 7b; In TASC 2a; 2e; 2f; 2i; 2o; 4i; 4l) (5 pts.)

After reviewing how English Language Learners are tested and their writing samples are evaluated, you will complete a quiz to test your knowledge of what you learned.

**SUBMIT HARDCOPY** – (20 pts.)

- **Writer’s Notebook Resource** (PPR 2.10s, 3.8s; ELAR EC6 4.6s, 8.3k, 8.6s; In TASC 3d) (10 pts.)
  You will create examples of writing entries and collect information on writing to prepare a resource for future use.

  - **Reading/Writing Connection** (PPR 1.4s, 3.3k, 3.3s, 3.6k, 3.8s; ELAR EC6 4.3k, 4.4k, 4.6s, 4.8s, 8.1s, 8.2s, 8.3k, 8.3s, 8.6s) (10 pts.)

You will select a piece of children’s literature (fiction) and plan a writing connection for students to do after the reading of the book. You will prepare a teacher-created mentor text to use as an example of a possible modeled text of the writing connection.

**PROFESSIONALISM/CLASS PARTICIPATION** – (30 pts.)

- **Raguet Writing Collaboration** (PPR 1.2s, 1.24k, 2.1s, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s, 3.16s, 3.19s; TS 1Fi, 1Fi, 2Bii, 2Cii; ELAR EC6 4.11s, 8.1s, 8.4s, 8.9s, 9.2s, 9.3s, 9.8s, 10.2s; TECH 2.6s, 7.14s, ISTE 7b; In TASC 2a; 2b; 2d; 2f; 2g; 2h; 2j; 3b; 3k; 3p; 4i; 5d; 5f; 5m; 5o; 6d; 6s; 6u; 7j; 7n; 7q; 8i) (10 pts.)
  You will have an opportunity to work with students and apply what you are learning about writing. Some of the activities you will participate in will include, but are not limited to; conferencing with students...
about their writing, implementing reading/writing connections, and guiding students through the writing process. You will complete a written conference form with students during each visit to Raguet. (You unfortunately cannot make up this time, therefore if you are absent there is a two-point deduction since you cannot complete the conference form and any other related activities for that day.)

- Daily Class Participation/Preparedness (PPR 3.3k, 3.3s, 4.9k; EC6 ELAR 1.11k, 4.3k, 4.4k, 4.8s, 4.11s, 8.1k, 8.2s, 8.3k, 8.5k, 8.6k, 8.7k, 8.9s, 9.4k, 9.8s; In TASC 4b; 4c; 4n; 4p; 5h; 5i; 5j) (20 pts.)

This grade is based on class discussions and completion of BEFORE CLASS assignments and in class assignments related, but not limited, to topics including literacy development, student literature, author’s purpose, stages of writing development, the writing process, assessment, and the relationship between oral and written language. (Two points will be deducted for the BEFORE CLASS assignments and in class assignments for those who have unexcused absences. There is no make-up for points for unexcused absences.)

It is important that you come to class prepared and actively participate throughout our time together. You may have required readings to complete prior to some of our class sessions and at times, you will be asked to bring items to use for assignments related to class participation.

I ask that you respect the time of others in the class, turn off your cellphones, and leave the room if you need to use them for personal reasons. If cellphones or other devices are used during class for personal reasons, points will be deducted, therefore, please excuse yourself from class if there is an emergency that cannot wait until break for you to call/reply.

In addition, any points deducted for attendance issues will occur in this grade section. There are 15 weeks this semester and we only meet one day per week, therefore, after the second unexcused absence, the third unexcused absence will result in a letter grade reduction for the final grade (ex. Final grade is 83, due to 3rd unexcused absence the new final grade is 73). See absence policy for more information.

TOTAL: 140 points

Technology – Although this is not an online course, this class requires the use of D2L. You will navigate web sites and video links. Additionally, you may use Word and PowerPoint for your assignments. You are encouraged to use all the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

There is a total of 140 points for this course. Extra credit assignments are not an option for this course.

A = 126 - 140 points
B = 112 – 125 points
C = 98 – 111 points
F < 97 points

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415.

There is ONE LiveText assignment in this class (Writing Skills Pre-Test and the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the score on the Writing Skills Pre-test uploaded into LiveText). Failure to submit the assignment to LiveText may result in a grade reduction for the final semester grade.
See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment.

Rubrics for Grading Assignments: Rubrics for assignments in this course are reviewed in class prior to each assignment. It is recommended that you review each rubric prior to completing and submitting any assignment so you are clear on how you will be graded for that assignment. After reviewing each rubric, you can access them on the d2L course within the assigned module. Preview the appropriate rubric for the assignment you are working on to see the criteria for how the assignment will be graded.

Work Policy:

All assignments and LiveText submissions are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. It is at the discretion of the professor to accept the late assignment; however, “technical difficulties” will not be considered a legitimate excuse. An automatic 20% grade deduction will result for any late assignment received within 7 days after the due date. No credit will be given to late assignments submitted a week after the due date. ALL assignments must be attempted to pass this course. The professor reserves the right to lower the final grade by one letter if assignments are not attempted. The professor reserves the right to lower the grade by one letter if assignments are consistently submitted late. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

Attendance Policy:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in 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. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Students must provide appropriate documentation for excused 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 (SFA Policy 6.7). **No make-up work will be accepted during Finals Week.**

Absences/Tardiness Grading Policy

- **Excused absences** will not result in loss of points for the daily participation/preparedness grade. **Excused absences must have documentation.** Calling in “sick” is not considered documentation. Those with documentation may have one week to submit any Before Class Assignments due to the excused absence.
- After the 2nd unexcused absence, any additional unexcused absences will automatically cause a letter grade reduction for the final grade. To avoid unexcused absences, documentation should be provided as soon as the candidate returns to class. Documentation will not be accepted more than a week after the absence.
- Leaving class early will count as an unexcused absence.
• After the first initial tardy and/or leaving class early (without valid documentation), points will be deducted from the professionalism points. A tardy is defined as any time after the official start time of class. Leaving class early or any tardy that results in the candidate missing more than a few minutes of the class will count as an unexcused absence.
• Extra credit assignments are not available for making up points for absences except for the one opportunity to make up points for missing participation during the Raguet Collaboration.
• There is no make-up time for the Raguet Collaboration; however, the candidate may choose to write a brief paper to make up for one absence. The candidate should meet with the site professor to discuss topics for the paper.
V. 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 remember that this is a tentative course calendar and is subject to change based on the needs of our class and our time spent outside of the classroom. You will be notified in advance if there are changes to the course calendar.

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>EVENTS / TOPICS / READING PRIOR TO CLASS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction Module</td>
<td>DUE: Sept. 3</td>
</tr>
<tr>
<td>8/27-9/2</td>
<td>Syllabus and Timeline Module</td>
<td>• Honors Contract Topic Due (for those interested)</td>
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<td>Honors Contract (For those interested)</td>
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<td>WEEK 2</td>
<td>Writing Resources Module</td>
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<td>9/3-9/9</td>
<td>Mentor Texts Module</td>
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<td><em>ESL Preparation Connection</em></td>
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<td>Domain II Competency 5 and Domain III Competency 9</td>
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<td>WEEK 3</td>
<td>Goals and Objectives Module</td>
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<td>9/10-9/16</td>
<td>Models of Writing Module</td>
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<td><em>ESL Preparation Connection</em></td>
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<td>Domain I Competency 2 and Domain III Competency 8</td>
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<td>WEEK 4</td>
<td>Introduction to Genres of Writing Module</td>
<td>DUE: Sept. 17</td>
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<td>9/17-9/23</td>
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<td>• Reading/Writing Connection</td>
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| WEEK 5        | Spelling Module  
|              | LiveText Module  
|              | Writing Skills Resources Module (optional module)  
|              | **ESL Preparation Connection**  
| 9/24-9/30    | Domain I Competency 1  
|             | **DUE:** Hard Copy Due in Class  
|              | - Part One of Personal Narrative assignment  
| WEEK 6       | Spelling Module Cont.  
|              | Introduction to Genres of Writing Module Cont.  
|              | **ESL Preparation Connection**  
| 10/1-10/7    | Domain I Competency 1 and Domain III Competency 9  
|             | **DUE:** Oct. 1  
|              | - Writing Pre-Test (Quiz and LiveText submission)  
| WEEK 7       | Assessment and Conferencing Module  
|              | **ESL Preparation Connection**  
| 10/8-10/14   | Domain II Competency 4  
|             | **DUE:** Oct. 8  
|              | - Spelling assignment  
| WEEK 8       | Conventions (Other than Spelling) Module  
|              | **ESL Preparation Connection**  
| 10/15-10/21  | Week One at Raguet Elementary with Writing Students  
|             | **DUE:** Oct. 15  
|              | - Part Two - Final Personal Narrative Due  
|              | **DUE:** Hard copies due in class  
|              | - Part Three – Personal Narrative assignment  
| WEEK 9       | Writing Mini-lesson Module  
|              | **ESL Preparation Connection**  
| 10/22-10/28  | Domain I Competency 1  
|             | **DUE:** Oct. 22  
|              | - Conventions (other than spelling) assignment  

| WEEK 10 | Writing Mini-lesson Module Cont.  
|         | Week Three at Raguet Elementary with Writing Students |
| WEEK 11 | Writing Across the Curriculum Module  
|         | Technology Integration Module  
|         | Week Four at Raguet Elementary with Writing Students  
|         | **DUE: Nov. 5**  
|         | • Writing Mini-lesson assignment |
| WEEK 11 Cont. | **ESL Preparation Connection**  
|         | Domain II Competency 3 and Domain II Competency 6 |
| WEEK 12 | Writing Across the Curriculum Module Cont.  
|         | Technology Integration Module Cont.  
|         | Communicating with Families Module  
|         | Week Five at Raguet Elementary with Writing Students  
|         | **DUE: Nov. 12**  
|         | • The Writer’s Notebook assignment |
| WEEK 12 | **ESL Preparation Connection**  
|         | Domain II Competency 3, Domain II Competency 6 and Domain III Competency 10 |
| WEEK 13 | Communicating with Families Module  
|         | **ESL Preparation Connection**  
|         | Domain III Competency 10  
|         | **DUE: Nov. 26**  
|         | • Writing Across the Curriculum assignment  
|         | • Technology Integration assignment |

11/19-11/25 THANKSGIVING HOLIDAY
| WEEK 14 | ESL Test Preparation Module – TELPAS Quiz  
|         | ESL Preparation Connection  
|         | Domain II Competency 7  
| DUE: Dec. 3 | Communicating with Families assignment  
|         | Honors Project Due (for those participating)  

| WEEK 15 | Writing Workshop (Final) Module  
|         | You had an opportunity to ask questions about the final in class. As a reminder, the directions for your final assignment are located in d2L.  
|         | For those interested, a practice ESL Supplemental Exam will be provided with an opportunity to review rationales for the answers.  
| DUE: Dec. 10 | TELPAS Quiz  
|         | Writing Workshop Final  
| 12/10-12/16 FINAL EXAM WEEK |
VI. Required Text and Other Required Materials:

1. LIVETEXT - 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. 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.

LiveText Assignment in RDG 415: Writing Skills Pre-Test and Upload the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the Pre-Test score into LiveText.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

2. All other required reading located in the content modules of the course or provided in class. (Required)

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is a requirement for this course and is part of the professionalism grade. 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.

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. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: (Policy 6.7):
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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 (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. 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.

| 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/.

| Student Academic Dishonesty (Policy 4.1): |

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.

**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;
- 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;
- 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).

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

**Student Code of Conduct (Policy 10.4):**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the
criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

COURSE REFERENCES:


