Instructor Information:

INSTRUCTOR INFORMATION
Email: whitleyc@sfasu.edu  PLEASE EMAIL ME OUTSIDE OF D2L
Office: ECRC 209I
Phone: 936 554-5447
Office hours: T 12:15-3:15 PM; R 9-11 AM
Credits: 3
Course Time & Location: online

Prerequisites:
Admitted to Educator Preparation

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: 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).

- ESL SLO 1.1 Candidates understand content related to all ESL SLOs.
  - ESL SLO 1.1.1 ESL Certificate Assignment (Texas ESL I-VII all; TESOL all)

**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.
  - SLO 2.1.1 Assessment – Thoughts About Writing So Far Discussion (PLO 2)
  - SLO 2.1.2 Assessment – About Writing Quiz (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s) (EC6 & 4/8 PPR 3.3k, 3.3s)
  - SLO 2.1.3 Assessment – Writing Process Quiz (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s) (EC6 & 4/8 PPR 1.11k; INTASC 4o) (TS3Aiii)
  - SLO 2.1.4 Assessment – Writer's Notebook Example Assignment (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s)
  - SLO 2.1.5 Assessment – Personal Narrative Assignment (ELAR EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k)

- 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.
  - SLO 2.2.1 Assessment – Writing Pre-Test (quiz and livetext assignment)(PLO 2)
  - SLO 2.2.2 Assessment - Spelling Quiz (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k)
  - SLO 2.2.3 Assessment - Spelling & Conventions Assignment (ELAR EC6 9.3k, 5k, 6k, 7k; 4/8 5.1k, 3k, 5k, 10s, 11s)

**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 minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) that assists students in developing competence in written communication.
  - SLO 3.1.1 Assessment – Writing Workshop Quiz (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.1s, 2.6s, 2.10s, 3.6k, 3.4s) (InTASC 3d, 3k, 3p, 3o, 5c, 5d, 5f, 5m, 5o, 10o ) (TS1Dii, TS4Aii, TSSCiii)
  - SLO 3.1.2 Assessment - Workshop Minilesson Assignment with technology integration (ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s, 13s) (EC6 & 4/8 PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s)
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 (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families.
  - SLO 4.1.1 Assessment - Conference Assignment (ELAR EC 6.8.9k, 3s, 7s, 10s, 9.5k, 7s; 4/8 5.12k, 1s, 7s, 8s, 14s)(EC & 4/8 PPR 3.14k, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s)(InTASC 1c, 1e, 3a, 3n, 6d, 6s, 10d, 10g, 10m, 10q)(TS1Fi, TS1Fii, TS4Di, TS5Bi, TS6Cl); [T2.6s (ISTE 7b); 7.14s (ISTE 7b)]

- ESL SLO 4.2 Candidates know and understand all aspects of the TELPAS formal assessment system for the ESL Student.

- ESL SLO 4.3 Candidates know and understand how listening, speaking, and reading relate to writing development, 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, and display the TEKS System: ELPS, language objectives.

  ESL SLO 4.4 Candidates use the Texas holistic process to assess writing using the PDL rubrics.
  - ESL SLO 4.2.1/4.3.1/4.4.1 Assessment – TELPAS Quiz (ELAR EC 6.8k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c) (EC & 4/8 PPR 1.6k; TS2Bi1) (InTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l)
  - ESL SLO 4.3.2 Assessment – Language Proficiency Assignment (Texas ESL: 4.1k) (EC & 4/8 PPR 1.6k, 1.14k, 1.2s, 1.15s, 1.28s, 1.29s) (InTASC 2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 4i, 4l, 4m, 6e, 6u, 7b, 7g, 7j, 7l, 7n, 7q, 8b, 8k, 8l, 8p, 10)(TS1Fii, TS2Ai, TS2Bi, TS2Bi1, TS2Ci, TS5Bi1, TS5Ci, TS5Ci1, TS5Di).

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).

- SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development.
  - SLO 5.1.1 Assessment – Conference Assignment (which includes email text to families) (ELAR EC 6.8.7s, 9.7s; 4/8 5.14s)

- SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction.
  - SLO 5.2.1 Assessment – Writing Professional Discussion (ELAR EC 6.8.9s, 9.8s; 4/8 5.15s) (EC & 4/8 PPR 1.24k, 4.9k) (InTASC 3b)

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

DISCUSSIONS – (6 pts.)

- Thoughts About Writing So Far (PLO 2)(2 pts) – You will post your thoughts about writing based on your personal history of writing, your attitude survey, and the information you have read in The Reasons We Write module.

- Professional Writing (ELAR EC 6.8.9s, 9.8s; 4/8 5.15s) (EC & 4/8 PPR 1.24k, 4.9k) (InTASC 3b) (4 pts) – You will write a discussion that considers what you have gained about the teaching of writing and how to collaborate with writing professionals and continue your growth as a teacher focused on the teaching of writing, no matter the content area in which you will teach.
DROPBOXES – (57 pts.)

- The Writers’ Notebook (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s) (7 pts.) – You will create an example of a Writer’s Notebook that will show crafting techniques and at least one of the entries will showcase a mentor text.

- The Personal Narrative Assignment (ELAR EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k) (InTASC 6e, 7l, 8b) (15 pts.) – You will create a personal narrative that shows the steps in the writing process and will participate in self-assessment.

- Spelling & Conventions (ELAR EC6 9.3k, 5k, 6k, 7k; 4/8 5.1k, 3k, 5k,10s, 11s) (10 pts.) – You will analyze a student writing example and respond to the stage of spelling, convention concerns, skills to be taught, and suggestions for needed minilessons.

- The MiniLesson (ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s, 13s) (EC6 & 4/8 PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s) (InTASC 1a, 2a, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 2k, 2m, 3b, 3g, 3h, 3m, 4b, 4c, 4f, 4g, 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, 7k, 7m, 7n, 7p, 7q, 8a, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g, 10j) (T7.2k (ISTE 1a, 4d, 5b); T7.3k (ISTE 5b); T7.5s (ISTE 5b); 7.9s (ISTE 5a, 5b, 5c) (TEKS SYSTEM: minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) (8 pts.) - You will create a Writing Minilesson Plan based on the planning format shown in this course for the grade level of your choice. You are to use writing TEKS for the grade level of your choice. You will also implement the Technology Applications TEKS into this lesson.

- The Writing Conference (ELAR EC6 8.9k, 3s, 7s, 10s, 9.5k, 7s; 4/8 5.12k, 1s, 7s, 8s, 14s) (EC6 & 4/8 PPR 3.14k, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s) (InTASC 1c, 1e, 3a, 3n, 6d, 6s, 10d, 10g, 10m, 10q) (TS1Fi, TS1Fi, TS4Di, TS5Bii, TS6Ci); [T2.6s (ISTE 7b); 7.14s (ISTE 7b)] (12 pts.) – You will review the student writing sample displayed in The Writing Conference Assignment Directions file. You will create a writing conference for this student, reflect upon the instruction, describe self-& peer editing (assessment), and will create text for an email to communicate the writing performance of this student to a family member.

- The Proficiency Levels Assignment (Texas ESL: 4.1k) (EC6 & 4/8 PPR 1.6k, 1.14k, 1.2s, 1.15s, 1.28s, 1.29s) (InTASC 2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 4i, 4l, 4m, 6e, 6u, 7b, 7g, 7j, 7l, 7n, 7q, 8b, 8k, 8l, 8p, 10j) (TS1Fi, TS2Ai, TS2Bi, TS2Bii, TS2Cii, TS5Bi, TS5Ci, TS5Cii, TS5Di); TEKS System: ELPS, language objective. (5 pts.) – You will revisit your minilesson, read a scenario of an ELL, identify the proficiency level of the student, and add two strategies in these two sections of your minilesson (TEACHING; ACTIVE ENGAGEMENT) that meet the needs of this ELL.

QUIZZES – (37 pts.)

- About Writing (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s) (EC6& 4/8 PPR 3.3k, 3.3s) (8 pts.)

- Writing Process (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s) (EC6& 4/8 PPR 1.11k; INTASC 4o) (TS3Aii) (8 pts.)

- Writing Pre-Test (PLO 2) (2 pts.)

- Spelling (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k) (T5.12s; ISTE 2c) (6 pts.)

- Writing Workshop (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k. 2.8k, 2.10k, 2.1s, 2.6s, 2.10s, 3.6k, 3.4s) (InTASC 3d, 3k, 3p, 3o, 5c, 5d, 5f, 5m, 5o, 10o) (TS1Di, TS4Ai, TS5Ci) (8 pts.)

- TELPAS (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c) (EC6 & 4/8 PPR 1.6k; TS2Bii) (InTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l) (5 pts.)

BONUS - 2 points for completing the ESL Certificate course.

- ESL Certificate Dropbox (PLO1) – This is totally optional! After you have completed the ESL preparation course at the T-Cert site, you will receive a certificate of completion; upload the certificate. If you complete the free version provided in the course, you will create a score sheet and upload the completed, graded score sheet.

TOTAL: 100 plus the 4 bonus points (2 for ESL Certificate and 2 for course evaluation)

Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.
A = 90 - 100 points - B = 80 - 89 points - C = 70 - 79 points - F < 70 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 assignments 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).

See the section above for a detailed description of the assignment, standards, and the point totals for that assignment.

You may be asked to resubmit unacceptable work and will receive up to 80% of the point total for revised work. The total grade is lowered by one letter if there is ONE missing or not attempted assignment. So, if you do not turn in an assignment on time, it is best to turn it in late than not at all. LATE WORK RECEIVES NO MORE THAN 50% OF THE TOTAL!

**GRADING RUBRICS**

**DISCUSSIONS**

**Thoughts About Writing So Far**

1 pt. - The reflection is original, an in-depth critical analysis, fully explained, directly aligned to assignment directions, detailed, and insightful

1 pt. - The posting is error-free (spelling, capitalization, punctuation, grammar) or minor errors do not interrupt thoughts

**Writing Professional**

4 pts - The discussion is in-depth, relates to what was learned through specific examples that related to the content of the course, provides a thorough description of how to collaborate with writing professionals/community, and clearly shows how to grow as a writing professional, and the post is convention error-free.

3 pts - The discussion relates to what was learned through examples relating to the content of the course, provides a description of how to collaborate with writing professionals/community, shows how to grow as a writing professional, and/or the post has some minor convention errors. The post could be more in-depth.

0 pts - The discussion was skimpy, may not have grounded thinking about what was learned in the course with examples, may not clearly show how to grow as a writing professional, or how to collaborate with professionals/community members, and major convention errors may be noted.
## Writer's Notebook

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<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
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<th>Unacceptable</th>
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<tr>
<td>Entries</td>
<td>Three entries are present with numbers, dates, and titles. A small moment entry is displayed, and a crafting technique is displayed. Mentor texts are outlined by title and author on at least one entry. The entries show depth and a display of the crafting technique.</td>
<td>Three entries are present but numbers, dates, and titles may not be clearly defined or directions followed specifically. A small moment and at least one crafting technique entry is included. Mentor texts are outlined by title and author on at least one entry. The entries could show more depth, but a display of the crafting technique is shown.</td>
<td>Three entries may not be present. Numbers, dates, and titles are missing or have missing elements. Directions for the small moment, crafting technique and one with a mentor text may not be followed. The entries are skimpy and lack depth.</td>
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<tr>
<td>Convention/Appearance</td>
<td>Convention issues are limited but may occur since a notebook is a draft example of writing. The appearance of the notebook shows attention to detail and is pleasing to the eye. Effort has been shown to make this a good example of a notebook.</td>
<td>Too many convention errors are noted even for a draft copy. The appearance of the notebook is acceptable but lacks attention to detail. More effort could have been shown to make this a good example of a notebook.</td>
<td>Convention errors are extreme. The appearance is not pleasing to the eye. Little effort was shown to make this a good example of a notebook.</td>
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## Personal Narrative

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<tr>
<td>Ideas</td>
<td>An unforgettable experience is shared using details that make the narrative truly memorable. An exhibit of prewriting is displayed from the writer's notebook. The first draft clearly relates to the prewriting stages.</td>
<td>An interesting experience is shared with details that help create the interest. An exhibit of prewriting is displayed that indicates the ideas to be included in the piece. The first draft mostly relates to the prewriting stages.</td>
<td>The narrative needs to share an experience and use details. An exhibit of prewriting is not displayed or is displayed and shows little relationship to the draft and final piece.</td>
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<tr>
<td>Organization</td>
<td>The organization makes the narrative enjoyable and easy to read.</td>
<td>The narrative is well organized with a clear beginning, middle, and ending. Transitions are used well.</td>
<td>The narrative needs to be organized.</td>
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<tr>
<td>Voice and Word Choice</td>
<td>The voice creates an unforgettable experience, and exceptional word choice captures the experience.</td>
<td>The personal voice creates interest in the narrative. Dialogue is used. Specific nouns, strong verbs, and well-chosen modifiers create vivid pictures and express clear feelings.</td>
<td>The voice shows no involvement in the narrative. Dialogue is needed. Word choice has not been considered.</td>
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<td>Sentence Fluency</td>
<td>The sentences are skillfully written, original, and interesting.</td>
<td>The sentences show variety and are easy to read and understand.</td>
<td>Most sentences need to be rewritten. Help is needed.</td>
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<td>Conventions</td>
<td>Grammar and punctuation are correct, and the writing is free of spelling errors. The writer carefully considered the purpose and audience for writing. Two self-assessment charts clearly display the criteria(ion) needing work. Revision shows attention to the criteria(ion) needing work. A final narrative clearly shows how the writing developed from prewriting to final published work.</td>
<td>The narrative has a few minor errors in punctuation, spelling, or grammar. The writer considered the purpose and audience for writing. Two self-assessment charts are included, but the criteria(ion) needing work is not clearly explained. The revised piece does not really show how the piece was revised. A final narrative mostly shows how the writing developed from prewriting to final published work.</td>
<td>Help is needed to make corrections. The audience and/or purpose are not clear or relate to the intent of the assignment. Two self-assessment charts may or may not be included; they may not be sufficient. The revised draft is missing or does not show real revision. The first draft is missing or no change is noted from the draft to the final piece. The published, final piece may be skimpy and lack depth.</td>
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### Spelling & Conventions

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<td>The stage of spelling is listed and accurate. The characteristics for this stage are accurate and relate to the spelling skill listed. The strategy is accurate for including in a minilesson. The convention area listed is accurate; the convention strategy relates and is an excellent strategy for a minilesson. The table is labeled accurately, includes all required information, is attractive, and all conventions are accurate.</td>
<td>The stage of spelling is listed and accurate. The characteristics for this stage are accurate and relate to the spelling skill listed. The strategy is accurate for including in a minilesson. The convention area of concern is listed but could be more specific. The convention strategy could lead to a good minilesson but could be more specific and descriptive. The table is somewhat attractive and only minor convention errors are noted.</td>
<td>Required components are missing or inaccurate. The project lacks an attractive book; major convention errors are noted.</td>
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### MiniLesson

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<td>Appropriate literature or writing sample(s) are used to enhance students’ understanding of the concept. The sample relates directly to the objective. The teaching sufficiently models what students are to learn. Students are engaged.</td>
<td>An appropriate literature or writing sample is used to enhance students’ understanding of the concept but may not be specifically described or listed. The sample relates directly to the objective. The teaching models what students are to learn but could be clearer. Students are not invited into the lesson.</td>
<td>A literature or writing sample is used but does not necessarily enhance the students’ understanding of the concept. The teaching is very directive. Modeling is missing.</td>
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<td>Student Involvement/Active Engagement</td>
<td>An opportunity is provided for active student participation in ways other than passive listening. This step is brief and relates to the teaching. It is clear that this occurs in the circle before students are released.</td>
<td>An opportunity is provided for active student participation in ways other than passive listening. This step may be longer than needed and the relationship to the teaching could be clearer. It is clear that this occurs in the circle before students are released.</td>
<td>An opportunity is not provided for active student participation in ways other than passive listening. There is no relationship to the teaching. The step is more what would occur in worktime.</td>
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<td>Closure/Link/Assessment</td>
<td>The teacher clearly summarizes (or asks students to summarize) the main points and explains how learning will be needed in the future. Assessment included and aligned.</td>
<td>The teacher is well prepared. There may be a slight error in content, language, or grammar, but it is insignificant. Assessment is included but not measurable/observable.</td>
<td>There are several significant errors made in content, language, or grammar. Assessment is not included or is not aligned.</td>
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<td>Appropriate literature or writing sample(s) are used to enhance students’ understanding of the concept. The sample relates directly to the objective. The teaching sufficiently models what students are to learn. Students are engaged.</td>
<td>An appropriate literature or writing sample is used to enhance students’ understanding of the concept but may not be specifically described or listed. The sample relates directly to the objective. The teaching models what students are to learn but could be clearer. Students are not invited into the lesson.</td>
<td>A literature or writing sample is used but does not necessarily enhance the students’ understanding of the concept. The teaching is very directive. Modeling is missing.</td>
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## Writing Conference

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<td>Steps in Conference</td>
<td>The praise point, question about the piece, and teach point were clearly defined in terms students can understand. The Writing Trait name was clearly identified. The email text was culturally responsive, positive in tone, and offered clear assessment of the student writing (ideas, organization, word choice, sentence fluency, voice, or convention). A suggestion for ideas, organization, word choice, sentence fluency, voice, or conventions was included and easy to implement at home. No more than very minor errors in conventions.</td>
<td>The praise point, question about the piece, and teach point were defined in terms students can understand. The Writing Trait name was identified. The email text was culturally responsive, mostly positive in tone, and offered an assessment of the student writing (ideas, organization, word choice, sentence fluency, voice, or conventions). A suggestion for ideas, organization, word choice, sentence fluency, voice, or conventions was included and mostly easy to implement at home. Some convention errors were noted.</td>
<td>The praise point, question about the piece, and/or teach point were not stated or were too general and/or hard for students to understand. The name of the Writing Trait is missing. The email text may not have been culturally responsive, positive in tone, and/or offered little assessment of the student writing (ideas, organization, word choice, sentence fluency, voice, or conventions may be inadequate or missing. A suggestion for ideas, organization, word choice, sentence fluency, or voice, or conventions may be inadequate, missing, or not easy to implement at home. Major errors in convention and interrupts meaning.</td>
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## Language Proficiency Rubric

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<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level</td>
<td>The proficiency level is accurate and exactly matches the PLD characteristics and descriptor name.</td>
<td>The proficiency level is accurate and exactly matches the characteristics of an ELL at this proficiency level, but the state labels for the PLD was not used exactly.</td>
<td>The proficiency level was not accurate.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Two strategies (TEACHING, ACTIVE ENGAGEMENT) were added to the previous minilesson that meet the PLD level of the student in the scenario. The strategies provided accommodations to the ELL and were aligned to the TEKS, ELPS, learning objective, and language objective.</td>
<td>Two strategies (TEACHING, ACTIVE ENGAGEMENT) were added to the previous minilesson that meet the PLD level of the student in the scenario. The strategies provided accommodations to the ELL and were mostly aligned to the TEKS, ELPS, learning objective, and language objective.</td>
<td>Two strategies may not be present or did not meet the characteristics of the ELL in the scenario. The strategies if provided may not been aligned to the TEKS, ELPS, learning objective, and language objective in a meaningful way.</td>
</tr>
</tbody>
</table>
# V. Tentative Course Calendar of Assignments:

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review these modules: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA</td>
<td>Checklists: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA (linked on each of the module conclusion pages) Discussion Board: Thoughts About Writing So Far Due (PLO2/INTASC4)</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Begin the Reasons We Write Module. Begin the ESL Test Preparation Module at your own convenience. This is a bonus, but I strongly recommend it if you want to take the ESL exam. If you have taken and passed your content exam, you may want to participate in this online course or review the free materials provided in the course. This is an ongoing module and will not be due until the end of the course. Many times employment is due on this certification! This is for bonus points! For those interested, review the HONORS CONTRACT MODULE.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Complete the Reasons We Write Module</td>
<td>Quiz: About Writing (PLO2/INTASC4j, 4l) Checklist: Reasons We Write Dropbox: Honors Contract Topic Due (For those interested)</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Quiz: Writing Process Due (PLO2/INTASC4j, 4l) Checklist: The Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Complete the Writing Process Module</td>
<td></td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Complete the Writer’s Notebook Module</td>
<td>Dropbox: Writer’s Notebook Example (PLO2/INTASC 4b, 4h) Checklist: Writer’s Notebook</td>
</tr>
<tr>
<td>Week 4</td>
<td>Begin the Narrative Writing Module</td>
<td>The narrative assignment will take some time. Work on this for these two weeks!</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Complete the Narrative Writing Module</td>
<td>Dropbox: Narrative Due (PLO2/INTASC4b, 4r) Checklist: Narrative Writing</td>
</tr>
<tr>
<td>Week 5</td>
<td>Begin the Spelling &amp; Conventions Module</td>
<td>Quiz: Spelling (PLO2/INTASC 4j) Quiz – Writing Skills Pre-Test &amp; LiveText (Upload the Rubric for this test) (PLO2/INTASC4)</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Complete the Spelling &amp; Conventions Module</td>
<td>Dropbox: Spelling &amp; Conventions Assignment (PLO2/INTASC 6c, 6g, 6l) Checklist: Spelling &amp; Conventions</td>
</tr>
<tr>
<td>Week 6</td>
<td>Complete the Writing Workshop Module</td>
<td>Quiz: Writing Workshop (PLO2/INTASC 4a, 4j, 4l) Checklist: Writing Workshop</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Quiz: Writing Workshop (PLO2/INTASC 4a, 4j, 4l) Checklist: Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Begin the Minilessons to Teach Writing Module</td>
<td>YOU MAY WANT TO SEND IT VIA EMAIL ATTACHMENT TO ME PRIOR TO TURNING IT IN FOR FEEDBACK! IF YOU WANT FEEDBACK, SEND IT PRIOR TO THE WEDNESDAY BEFORE IT IS DUE NEXT WEEK! ONCE IT IS TURNED IN, THE GRADE STANDS!</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Complete the Minilessons to Teach Writing Module</td>
<td>Dropbox: Minilesson (PLO3/INTASC 4a, 4b, 4f, 4g, 4h, 4j, 4k, 4l, 4n, 4r, 5l, 5m, 7a, 7b, 7c, 7g) Checklist: Minilesson</td>
</tr>
<tr>
<td>Week 8</td>
<td>Complete the Writing Conferences Module.</td>
<td>Dropbox: Writing Conference (PLO4/INTASC 6c, 6d, 6f, 6l, 6n, 6q, 6r, 6s, 7b) Checklist: Writing Conferences</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Complete the ESL Writing Assessment Module.</td>
<td>Dropbox: Language Proficiency Assignment (PLO3&amp;4/INTASC 6p, 6u, 7j, 7l, 7n) Checklist: ESL Writing Assessment</td>
</tr>
<tr>
<td>Week 9</td>
<td>Complete the ESL Writing Assessment Module. Complete the Writing Professional and Course Celebration Module.</td>
<td>Quiz: TELPAS Due (PLO4/INTASC 4m) Discussion: Writing Professional (PLO5/INTASC 10e, 10f, 10h, 10m, 10r) Checklist: None Dropbox: Honors Project Due (For those interested)</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Dropbox: ESL Certificate (PLO1) Checklist: None</td>
<td></td>
</tr>
</tbody>
</table>
Vi. Required Text, Other Required Materials, & References:

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.

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.

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.

2. 2009. APA Publication manual 6th edition. Washington, D.C.: American Psychological Association. ISBN # 9781433805615 *(Strongly suggested but know that you may access APA by Purdue Owl as directed in the APA Module. So, you do not have to purchase this at this time.)*
3. Other required reading is located in the content modules of the course *(Required).*
4. T-Cert ESL Test Preparation; $30.00 fee for 60-day access. *(Optional).* The instructor provides a free option described in the course.

References


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
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 until after final grades are posted.

### VIII. Student Ethics and Other Policy Information:

#### Class Attendance and Excused Absences:

All assignments/assessments/discussion postings 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. Acceptance of late work is at the discretion of the instructor. **The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.**

*Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.*

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment 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. 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).

#### 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 policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. **Plagiarism** is presenting the words 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 university.

**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 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 or call the office at 936 468 2703.

**Acceptable Student Behavior:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on
class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**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 and other professional settings, you will be required to:**

**Additional Information:**

**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 honest 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 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
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 are 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 notional 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/
• 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/ <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 SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

<table>
<thead>
<tr>
<th>The State of Texas Elementary Education TExES Preparation Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law). In the SFASU Elementary Education Department, preparation for the TExES PPR exam is offered in RDG 322 and MLG 402. For the EC6 TExES exam, the preparation is offered in ELE 303 and MLG 401. Also, the ESL test preparation is offered in RDG 415. Additionally, other materials and resources concerning these exams are provided by the department assessment director.</td>
</tr>
</tbody>
</table>