I. Course Description

A survey of reading models, methods, and instructional practices.

PRE-REQUISITES: Sophomore status required.

II. Intended Learning Outcomes/Goals/Objectives

This Survey of Reading course will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)

- 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; InTASC 1; AMLE 1)
• SLO 1.1 Assessment – Discussion on Social Media Candidates will analyze constructivist models of reading. (EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I); T2.2s (ISTE 3c)

• ESL SLO 1.2 Assessment – Exam Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, The Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)

• SLO 1.3 Assessment – Exam Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I)

• ESL SLO 1.4 Assessment – Creative Visual Chart Candidates will articulate processes for dual-language programs, types of bilingual students, principals of language transfer, bi-literacy and bi-culturality. (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II) (Texas PPR EC6 & 4/8 1.6k; TS EC6 2B(iii); T1.1s (ISTA 2a)

• Texas PPR SLO 1.5 Assessment – Exam Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (Texas PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1A(iii), 1B (iii), 3A(i) & 4/8 1A(ii), 1B(iii), 1D(i), 2B(iii), 3A(i), 3A(iii), 3C(i)); T2.2s (ISTE 3c), T6.7s (ISTE 3d), T7.1k (ISTE 2b)

• Texas PPR SLO 1.6 Assessments – Discussion on Social Media & Visual Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. (Texas PPR EC6 & 4/8 1.22k, 1.20s); T2.2s (ISTE 1d)

• Texas ELAR SLO 1.7 Assessments –Visual & Exam Candidates understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. (Texas ELAR EC6 & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 1.1s; ELAR EC6 1.5s, 1.11s; ELAR 4/8 11k, 1.3s, 7s, 4s, 6s, 10s; Texas PPR EC6 & 4/8 SLO 1.7); T2.2s (ISTE 1d)

• Texas ELAR SLO 1.8 Assessments – Discussion, Visual, & Exam Candidates understand that literacy develops over time and progresses from emergent to proficient stages. (Texas ELAR EC6 4.3k, 4.7k, 4.8k, 4.7s, 4.9s, 4.12s, 7.12k, 6s, 13s, 14s & 4/8 2.5k, 2.10k, 2.3s, 2.11s; Texas PPR EC6 & 4/8); T2.2s (ISTE 1d)

• Texas PPR SLO 1.9 Assessments – Discussion, Visual, & Exam Candidates use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Texas PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s); T2.2s (ISTE 1d)

• Texas PPR SLO 1.10 Assessments – Discussion & Visual Candidates identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Texas PPR EC6 & 4/8 2.1k, 2k, 3k, 5s); T2.2s (ISTE 1d)

• Texas PPR SLO 1.11 Assessments – Discussion & Visual Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. (Texas PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k); T2.2s (ISTE 3b)

• 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; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8)
SLO 2.1 Assessments – Group Presentation & Exam Candidates will research and report evidence and research-based principles that support readers' development within a balanced literacy curriculum framework, and these principles will include position statements from the International Literacy Association (ILA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL). (ELED) (EC6 Texas PPR ST I); T.2.4s (ISTE 1d)

Texas ELAR SLO 2.2 Assessment – Exam Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (Texas ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k)

Texas ELAR SLO 2.3 Assessment – Discussion Candidates understand how to interpret, analyze, evaluate, and produce. (ELAR EC6 ST 12); T.2.2s (ISTE 1d)

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

SLO 3.2 Assessment – Exam Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)

SLO 3.3 Assessment – Manual and Digital Assignment Candidates will know how to use a readability formulas (including Fry’s, Flesch-Kincaid’s, & Microsoft Word’s) to evaluate both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST XII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I); T.3.1s (ISTE 3d)

SLO 3.4 Assessments – Exam (Create a Digital Workshop Lesson Plan), a Digital Morning Meeting, & Anchor Chart Assignment Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas ELA ST IV, X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I); T.1.s (ISTE 2b), T.2.2s (ISTE 5d), T.2.4s (ISTE 3b), T.3.1s (ISTE 1d)

ESL SLO 3.5 Assessments – Anchor Chart, Morning Meeting Visuals, & Exam Candidates will know the factors that contribute to multicultural environments including intercultural communication, intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2) (Texas PPR EC6 2.1k, 2k, 3k, 4k, 6k, 19k, 21s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(i), 4A(ii), 4A(iii))

Texas ELAR SLO 3.6 Assessment – Exam Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children. (ACEI 4; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8)
ESL SLO 4.1 Assessments – Discussion on Social Media & ESL Assessment Position Paper
Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II; T2.2s (ISTE 3c), T3.2s (ISTE 3d))

SLO 4.2 Assessments – ESL Assessment Position Paper & Exam
Candidates will know informal and formal reading assessment measures and identify the appropriate measure of assessment based on readers’ needs. (Texas PPR EC6 1.25k, 27k, 10.2k & 4/8 1.25k 1.27k, 8.2k; 4/8 Texas ELA ST VIII; TS EC6 & 4/8 5A(ii))

ESL SLO 4.3 Assessment – ESL Assessment Position Paper
Candidate will examine current language assessment tools including American Council on the Teaching of Foreign Languages (ACTFL), Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA), and Comprehensive English Language Learning Assessment (CALLA). (ESL SLO 4.4; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)

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

ESL SLO 5.1 Assessment – Build a Webpage
Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ESL ST VII; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV) (Texas PPR EC6 1.11k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; T2.4s (ISTE 3b & 3c)

SLO 5.2 Assessments – Discussion, Visual, & Exam
Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TExES ELA ST VII; 4.20s; EC6 & 4/8 5.7k; Texas ELAR 4/8 3.11s; TS EC6 3A(iii)); T2.2s (ISTE 1d)

ESL SLO 5.3 Assessment – Exam

III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L Support -

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours, please leave a message.
hours or on a weekend, please leave a voicemail.

- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

Dropbox Assignments / Discussions / Quizzes to Complete –

**PROFESSIONALISM:** (5 points)
1. Nearpod log-ins (1)
2. Attendance (2)
3. Class Participation (1)
4. Interactive Notebook (1)

**DROPBOX ASSIGNMENTS:** (will add up to 45 points)
1. Module 1: Introduce Yourself – Build Personal Webpage via Weebly (5 points)
2. Module 3: ESL Creative Visual Chart (5 points)
3. Module 4: ESL Assessment Position Paper (5 points)
4. Module 6: Comparison of Professional Organizations (5 points)
5. Module 7: Digital Morning Meeting Lesson (5 points)
6. Module 8b: Anchor Chart Examples (5 points)
7. Module 9a: Parent Newsletter (5 points)
8. Module 9c: Determining Readability (5 points)
9. Module 10: Action Research (5 points)

**QUIZZES & COMPREHENSIVE FINAL EXAM:** (will add up to 50 points)
1. Module 2: The TEKS System (8)
3. Module 5b: Foundations of ESL (8)
4. Module 7: The Culturally Responsive Classroom (8)
5. Module 9b: Digital Literacy and E-Books (8)
6. COMPREHENSIVE Final Exam (10)

**Late work**

Late work is **NOT** accepted except in the event of death of an immediate family member or serious illness and with proper documentation; consideration may be made at the discretion of the professor. It is highly recommended that you still complete the assignment and read the required notes and articles to gain the knowledge needed, but a grade of zero will still be entered.

**Professionalism**

You are expected to show initiative and to **actively participate** in class discussions. To be able to participate, you must have regular class attendance. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online and/or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher.
Correspondences, whether by e-mail or in writing are expected to be professional. Points will be deducted from your Professionalism grade for any/all infractions.

### IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points (%)</th>
</tr>
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<tbody>
<tr>
<td>Dropbox and Professionalism</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes &amp; Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>69 and below</td>
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### V. Course Timeline:

A separate course timeline is located at the end of this document.

### VI. Required Textbooks (both textbooks will be used in all reading courses):


### Live Text:

Some courses may collect 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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

**As of now, this course does NOT have a LiveText assessment.**
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; 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 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:

Attendance Policy 6.7:

Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings.

Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn. 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. It is your responsibility to make arrangements with your professor to establish dates for when make-up is due. Excused absences include illness with a doctor’s note and/or death of an immediate family (father, mother, sibling, grandparent) with funeral documentation. It will be your responsibility to inform the SFA Student Services of your absence and upload absence documentation in the D2L Dropbox – Absence Verification folder.

Students with Disabilities:

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/.

**Academic Integrity Policy 4.1:**

Academic integrity is a responsibility of 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 when, in fact, it is at least partly the work of another; 2) submitting a 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. Please read the complete policy http://www.sfasu.edu/policies/academic_integrity.asp.

**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 Policy 5.5:**

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

**Student Code of Conduct Policy 10.4:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. 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.

**IX. Additional Information:**

### Texas Certification/Licensing:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; **YOU** are responsible for completing the information form requesting the criminal background check; the completed information form is due (date will be given in relevant courses). If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

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

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderkel1@sfasu.edu.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Face-to-Face Meetings &amp; Activities (Total Possible Points)</th>
<th>Outside of Class Assignments (Total Possible Points)</th>
<th>Due in D2L by 11:59 P.M. unless noted otherwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/16</td>
<td>Module 1: Setting Up for Success • Meet your Professor • RDG 318 Procedures</td>
<td>D2L Dropbox Assignment: Build your own Personal Webpage (5) • Be ready to share with class (refer to Timeline) • D2L Dropbox Assignment: Complete Criminal Background Check • Bring a Composition Notebook to the next class</td>
<td>Sunday, 1/21</td>
</tr>
<tr>
<td>R 1/18</td>
<td>Module 1: Setting Up for Success • Composition Notebook Procedures • Graphic Organizers • Literature Circles</td>
<td>D2L Quiz: The TEKS System (8)</td>
<td>Sunday, 1/28</td>
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<tr>
<td>T 1/23</td>
<td>Module 1: Setting Up for Success • Share: Personal Weebly Page Module 2: The TEKS System • Texas’ State Curriculum</td>
<td>D2L Dropbox Assignment: Create a Digital Morning Meeting Lesson (5)</td>
<td>Thursday, 2/1 11:00 a.m.</td>
</tr>
<tr>
<td>R 1/25</td>
<td>Module 2: The TEKS System • Using Bloom’s Taxonomy &amp; Apps</td>
<td>D2L Quiz: The Culturally Responsive Classroom (8)</td>
<td>Sunday, 2/4</td>
</tr>
<tr>
<td>T 1/30</td>
<td>Module 2: The TEKS System • Share: TEKS Apps on Personal Weebly Page Module 3: Creating a Classroom Community • Morning Meetings</td>
<td>D2L Quiz: The Culturally Responsive Classroom (8)</td>
<td>Sunday, 2/4</td>
</tr>
<tr>
<td>R 2/1</td>
<td>Module 3: Creating a Classroom Community • Share: Digital Morning Meeting Lesson • The Culturally Responsive Classroom</td>
<td>D2L Quiz: The Culturally Responsive Classroom (8)</td>
<td>Sunday, 2/4</td>
</tr>
<tr>
<td>T 2/6</td>
<td>Module 4: ESL Education • Who Are English Language Learners?</td>
<td>D2L Dropbox Assignment: ESL Creative Visual Charts (5)</td>
<td>Sunday, 2/11</td>
</tr>
<tr>
<td>R 2/8</td>
<td>Module 4: ESL Education • Terminology &amp; Concepts</td>
<td>Read BLT, Chapter 9, pp. 205-225 for our next class</td>
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<tr>
<td>T 2/13</td>
<td>Module 5: Assessments • Testing vs. Assessments</td>
<td>D2L Dropbox Assignment: ESL Assessment Position Paper (5)</td>
<td>Sunday, 2/25</td>
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<tr>
<td>R 2/15</td>
<td>Module 5: Assessments • ESL Assessment Position Paper, worktime</td>
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<td>T 2/20</td>
<td>Module 5: Assessments • Five Components of Reading Assessments</td>
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<td>R 2/22</td>
<td>Module 5: Assessments • Five Components of Reading Assessments</td>
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<tr>
<td>R 3/1</td>
<td>Module 6b: Who Has Influenced Reading Instruction? • Pioneers of ESL Language Arts</td>
<td>D2L Quiz: Foundations of ESL (8)</td>
<td>Sunday, 3/4</td>
</tr>
</tbody>
</table>
# RDG 318 Face-to-Face Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Face-to-Face Meetings &amp; Activities (Total Possible Points)</th>
<th>Outside of Class Assignments (Total Possible Points)</th>
<th>Due in D2L by 11:59 P.M. unless noted otherwise</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong> 3/6</td>
<td>Module 7: What Guides Literacy Instruction?</td>
<td><em>Reading Organizations</em></td>
<td><em>D2L Dropbox: Comparison of Professional Organizations (5)</em></td>
<td>Thursday, 3/8 11:00 a.m.</td>
</tr>
<tr>
<td><strong>R</strong> 3/8</td>
<td>Module 7: What Guides Literacy Instruction?</td>
<td><em>Share: Reading Organizations</em></td>
<td><em>Read the article, Paying Attention, An Introduction to Slow Reading for our next class</em></td>
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<tr>
<td><strong>T</strong> 3/11</td>
<td>Module 8a: What is a Literate Environment?</td>
<td><em>Reading Organizations</em></td>
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<tr>
<td><strong>R</strong> 3/13</td>
<td>Module 8a: What is a Literate Environment?</td>
<td><em>Reading Zone field-trip to SFA’s Charter School</em></td>
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<td></td>
</tr>
<tr>
<td><strong>T</strong> 3/18</td>
<td>Module 8b: What is a Literate Environment?</td>
<td><em>Anchor Charts</em></td>
<td><em>D2L Dropbox Assignment: Anchor Chart Example (5)</em></td>
<td>Sunday, 4/1</td>
</tr>
<tr>
<td><strong>R</strong> 3/20</td>
<td>Module 8b: What is a Literate Environment?</td>
<td><em>Anchor Charts field-trip to NISD’s Raguet Elementary</em></td>
<td><em>Read the articles, Reading Workshop – What it Looks Like, Workshop to Inspire Lifelong Readers, Rethinking the Book Box, &amp; Room for Beliefs for our next class</em></td>
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<td><strong>T</strong> 3/23</td>
<td>Module 8c: What is a Literate Environment?</td>
<td><em>Reading Workshop</em></td>
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| **R** 3/25 | Module 8c: What is a Literate Environment? | *Reading Workshop Observation, on your own* | *Reading Workshop Observation Write-up with Pictures*  
   - Be ready to share with class (refer to Timeline) | Sunday, 4/8 |
| **T** 3/30 | Module 8c: What is a Literate Environment? | *Share: Reading Workshop Observation*  
   - Awards & Genres | *D2L Dropbox Assignment: Parent Newsletter (5)*  
   - Be ready to share with class (refer to Timeline)  
   - Read articles, Digital Natives article, Digital Immigrants article, & Learning with E-Readers in the Classroom for our next class | Thursday, 4/12 11:00 a.m. |
| **R** 4/2 | Module 8c: Types of Text | *Share: Parent Newsletter*  
   - Module 9b: Types of Text  
   - Digital Literacy | *D2L Quiz: Digital Literacy and E-Book8 (5)* | Sunday, 4/15 |
| **T** 4/5 | Module 9a: Types of Text | *Readability* | *D2L Dropbox Assignment: Determining Readability (5)* | Sunday, 4/22 |
| **R** 4/7 | Module 9c: Types of Text | *Readability, worktime* | | |
| **T** 4/12 | Module 10: Professional Responsibilities | *Making School & Family Connections*  
   - Professional Support | *D2L Dropbox: Action Research (5)*  
   - Be ready to share with class (refer to Timeline) | Sunday, 4/29 |
| **R** 4/14 | Module 10: Professional Responsibilities | *Action Research, worktime* | | |
| **T** 4/19 | Module 10: Professional Responsibilities | *Share: Action Research* | | |
| **R** 4/21 | Module 10: Professional Responsibilities | *Preparing for the Comprehensive Final Exam* | | |
| **T** 4/26 | Module 10: Professional Responsibilities | *Action Research, worktime* | | |
| **R** 5/1 | Module 10: Professional Responsibilities | *Share: Action Research* | | |
| **T** 5/6 | Preparing for the Comprehensive Final Exam | | | |
| **T** 5/8 | Comprehensive Final Exam (10) | | | Tuesday, 5/8 11:59 p.m. |