RDG 318.04
Survey of Reading
Spring Semester 2018

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information:

Instructor: Sue Rolf-Gorden
Office: Early Childhood Research Center/Office (936) 468-2904
Cell Phone: (936) 366-8757
Course Time & Location: 3:00 - 4:15 p.m.
Office Hours: 3 credit hours
Email: rolf sue@sfasu.edu

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

PRE-REQUISITES: Sophomore status required.

Core Values:

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

Discussion Roles

<table>
<thead>
<tr>
<th>TEACHER TECHNOLOGIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWITTER EXPERT</td>
</tr>
</tbody>
</table>
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; PPR EC6 & 4/8 1.1k, 1s, 2k, 2s, 3k, 3s; TS EC6 & 4/8 1Bi, 2Bii, 2Cii, 2Ci, 2Cii, 1Ci; [T1.1s (ISTE 5b, 5c, 6d)].

SLO 1.1 Candidates will analyze constructivist models of reading
- SLO 1.1 Assessment - Week 3/Exam 2 Theories (PPR EC6 & 4/8 1.1k, 1s, 2k, 2s, 3k, 3s; TS EC6 & 4/8 1Bi, 2Bii, 2Cii, 2Ci, 2Cii, 1Ci; [T1.1s (ISTE 5b, 5c, 6d)].

SLO 1.2 – 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. (TESOL 2); (PPR EC-6 & 4/6 1.6k; ELAR EC-6 & 4/8 1.2k; ELAR EC-6 7.23k)
- SLO 1.2 Assessment- Week 3/Exam 2 Theories (PPR EC-6 & 4/8 1.6k; ELAR EC-6 & 4/8 1.2k; ELAR EC6 7.23k)

SLO 1.3 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. (ELAR EC-6 4.7k, 7s, 7.9k, 12k, 7s, 14s & 4/8 4.7k)
- SLO 1.3.1 Assessment- Week 3/Exam 2 Theories (ELAR EC-6 4.7k, 7s, 7.9k, 12k, 4/8 4.7k)
- SLO 1.3.2 Assessment- Guided Reading Lesson Plan (ELAR EC-6 4.7s, 7.7s, 14s)

SLO 1.4 – Candidates will articulate processes for dual-language programs, types of bilingual students, principals of language transfer, bi-literacy and bi-culturality (TESOL 3a, 3b, 3c; PPR EC-6 & 4/6 1.6k; ELAR EC-6 & 4/8 1.2k; ELAR EC-6 7.23k; TS EC6 2B(iii); [T2.2s (ISTE 1b, 2a, 4a); T2.4s (4c)].
- SLO 1.4- Assessment Creative Visual chart of definitions and application to education (TESOL 3a, 3b, 3c; PPR EC-6 & 4/6 1.6k; ELAR EC-6 & 4/8 1.2k; ELAR EC-6 7.23k; TS EC6 2Bii; [T2.2s (ISTE 1b, 2a, 4a); T2.4s (4c)].

SLO 1.5 - Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (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 1Aii, 1Biii, 3A & 4/8 1Aii, 1Bii, 1Di, 2Bii, 5Aii, 3Ci; [T3.1s (ISTE 3b); T3.2s (ISTE 3b)].
- SLO 1.5 Assessments- Mini lessons, Guided Reading Lessons, workshop lesson (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 1Aii, 1Biii, 3A & 4/8 1Aii, 1Bii, 1Di, 2Bii, 3A(i), 3Aii, 3Ci); [T3.1s (3b); T3.2s (ISTE 3b)].
SLO 1.6- Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. ([PPR EC6 & 4/8 1.22k, 1.20s; ELAR EC-6 1.8k, 11s & 4/8 1.10k; [T1.1s (ISTE 5b, 5c, 6d)]).
  - SLO 1.6 Assessments- **Technologist Discussion Visuals** ([PPR EC6 & 4/8 1.22k, 1.20s; ELAR EC-6 1.8k, 11s & 4/8 1.10k; [T1.1s (ISTE 5b, 5c, 6d)]).

SLO 1.7- 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. ([ELAR EC & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 1.1s, 13s; ELAR EC 1.5s; ELAR EC 4/8 1.1k, 1.3s, 7s, 4s, 6s, 10s, 11s])
  - SLO 1.7.1 Assessments- **Oral Language Mini lesson** (ELAR EC-6 1.2k, 1s, 4s, 6s, 13s & 4/8 1.2k)
  - SLO 1.7.2 Assessment- **Week 10/Exam 5** (ELAR EC-6 1.3k, 4k, 6k, 7k, 9k, 10k, 5s, 11s & 4/8 1.3k, 4k5k, 6k, 7k, 8k, 1s, 3s, 7s, 10s)

SLO 1.8- Candidates understand that literacy develops over time and progresses from emergent to proficient stages. ([ELAR EC 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])
  - SLO 1.8.1 Assessment- **Mini lessons** (ELAR EC 6.7s, 4.9s, 4.12s, 6s, 13s, 14s & 4/8 2.3s, 2.11s)
  - SLO 1.8.2 Assessment- **Guided Reading Lessons** (ELAR EC-6 4.7s, 4.9s, 4.12s, 6s, 13s, 14s & 4/8 2.3s, 2.11s)
  - SLO 1.8.3 Assessment- **Week 12/Exam 6** (ELAR EC-6 4.3k, 4.7k, 4.8k, 7.12k, & 4/8 2.5k, 2.10k)

SLO 1.9- Candidates use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. ([PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s; (ISTE 3b); [T3.2s (ISTE 3b)]).
  - SLO 1.9.1 Assessment- **Technologist Discussion Visuals** (PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s; (ISTE 3b); T3.2s (ISTE 3b)).
  - SLO 1.9.2 Assessment- **Week 2/Exam 1**(PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s)

SLO 1.10- Candidates identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. ([PPR EC6 & 4/8 2.1k, 2k, 3k, 10k, 5s; (ISTE 3b); T3.2s (ISTE 3b)]).
  - SLO 1.10 Assessments- **Technologist Discussion Visuals** (PPR EC6 & 4/8 2.1k, 2k, 3k, 10k, 5s; [T3.2s (ISTE 3b)]

SLO 1.11- Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. ([PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k])
  - SLO 1.11 Assessments- **Dynamic Communicator Flyers** (PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k; [T1.1s (ISTE 5b, 5c, 6d)]

**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 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 Reading Association (IRA), the National Council for Teachers of English (NCTE), the Literacy Research
Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL) (ELAR 4/8 5.7k 3.11s; TS EC6 3Ai [6.7s (ISTE 2c)].

- SLO 2.1 Assessment - Week 4/Exam 3 (ELAR EC6 4.20s; EC6 & 4/8 5.7k; ELAR 4/8 3.11s; TS EC6 3Ai [6.7s (ISTE 2c)].

SLO 2.2 - 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, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k) (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s, 14s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s; TAC EC6 228.30)

- SLO 2.2.1 Assessment - Guided Reading Comprehension Lessons (ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 7.6s, 7s, 9s, 13s, 12s, 14s & 4/8 4.1k, 2k, 7k; TAC EC6 228.30)

- SLO 2.2.2 Assessment - Week 15/Exam 7 (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k & 4/8 4.1k, 2k, 7k)

SLO 2.3 - Candidates understand how to interpret, analyze, evaluate, and produce. (ELAR EC6 12.2k, 4k, 5k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 2.3.1 Assessments - Teacher Technologist Visuals (ELAR EC6 12.2k, 4k, 5k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 2.3.2 Assessment - Twitter Expert Visuals (ELAR EC6 12.2k, 4k, 5k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 2.3.3 Assessment - Lesson Plans (ELAR EC6 12.2k, 4k, 5k)

- SLO 2.3.4 Assessment - Dynamic Communicator Flyers (ELAR EC6 12.2k, 4k, 5k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 2.3.5 Assessment - Researcher Articles (ELAR EC6 12.2k, 4k, 5k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

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 3.1 Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (ELAR EC6 4.7s, 7.9k, 12k, 7s, 13s, 14s & 4/8 4.7k, 12s)

- SLO 3.1 Assessment – Week 11/Exam 6 (ELAR EC6 4.7s, 7.9k, 12k, 7s, 13s, 14s & 4/8 4.7k, 12s)

SLO 3.2 Candidates will know how to use a readability formula (such as: Fry’s, Flesch’s) in order to evaluate both written and digital texts for appropriateness of reading difficulty. (ELAR EC6 4.3k, 4.9s & 4/8 2.5K, 2.3s; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 3.2.1 Assessment - Readability Formula/Manual and Digital Assignment (ELAR EC6 4.3k, 4.9s & 4/8 2.5K, 2.3s; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 3.2.2 Assessment - Guided Reading Lesson ELAR EC6 4.3k, 4.9s & 4/8 2.5K, 2.3s

- SLO 3.2.3 Assessment - Week 11/Exam 6 (ELAR EC6 4.3k, 4.9s & 4/8 2.5K, 2.3s)

SLO 3.3 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) (PPR EC6 1.2k, 6k, 7k, 10k, 12k,
13k, 14k, 19k, 22k, 7.9s & 4/8 1.2k, 1.6k, 7k, 10k, 12k, 13k, 14k, 19k, 22k, 2.3s, 4.12s; ELAR EC6 4.7s, 7.9k, 7s & 4/8 2.10k, 4.7k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].
  o SLO 3.3.1 Assessment- **Week 5 Technologist Multicultural Visuals** (PPR EC6 1.2k, 7.9s & 4/8 1.2k, 2.3s, 4.12s; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].
  o SLO 3.3.2 Assessment- **Week 10 Technologist Cultural Books Activity** (ELAR EC6 & 4/8 2.1k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].
  o SLO 3.3.3 Assessment- **Week 10 Workshop Lesson** (PPR EC6 & 4/8 1.6k, 7k, 10k, 12k, 13k, 14k, 19k, 22k)
  o SLO 3.3.4 Assessment- **Week 10/Exam 5** (ELAR EC6 4.7s, 7.9k, 7s & 4/8 2.10k, 4.7k)

SLO 3.4 – 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. (TESOL 2) (PPR EC6 2.1k, 2k, 3k, 4k, 6k, 16k, 19k, 22k, 2.1s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; TS EC6 1Di; TS EC6 & 4/8 4Ai, 4Aii, 4Aiii, 4Bi, 4Bii, 4Biii [T7.1k (ISTE 5b)].
  o SLO 3.4.1 Assessment- **Week 5 Multicultural Mini Lesson** (PPR EC6 2.1k, 2k, 22k, 1s, 2s, 3s, 19s; PPR EC6 7.9s & 4/8 12s; TS EC6 & 4/8 4Ai, 4Aii, 4Aiii, 4Bii [T7.1k (ISTE 5b)].)
  o SLO 3.4.2 Assessment- **Week 5 Technologist Multicultural Visuals** (PPR EC6 & 4/8 2.1k, 2k 1s, 2s, 3s, 19s; [T7.1k (ISTE 5b)].
  o SLO 3.4.3 Assessment- **Week 5 Dynamic Communicator Anchor chart Visual** (PPR EC6 & 4/8 2.3k, 16k, 19k; TS EC6 & 4/8 4Bi, 4Bii [T7.1k (ISTE 5b)].
  o SLO 3.4.4 Assessment- **Week 5/Exam 3** (PPR EC6 2.4k, 6k & 4/8 2.4k, 6k, 8k)

**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).

SLO 4.1 Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL ST VI; TESOL 4c) (PPR EC6 & 4/8 1.25k, 27k, TS 5Ai, 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k & 4/8 1.11k, 1.1s, 2.1s, 8.2k)
  o SLO 4.1.1 Assessment- **ELL Assessment Position Paper** (PPR EC6 & 4/8 1.25k, 27k, TS 5Ai [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k, 2.1s & 4/8 1.11k, 1.1s, 8.2k)
  o SLO 4.1.2 Assessment- **Week 6/Exam 4** (PPR EC6 & 4/8 1.25k, 27k, TS 5Ai, 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 10.2k & 4/8 1.11k, 8.2k)

SLO 4.2 Candidate will examine current language assessment tools including 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) (PPR EC6 & 4/8 1.25k, 27k, TS 5Ai [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k & 4/8 1.11k, 1.1s, 8.2k; TESOL 4c)
o SLO 4.2.1 Assessment- **ELL Assessment Position Paper** (PPR EC6 & 4/8 1.25k, 27k, TS 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k & 4/8 1.11k, 1.1s, 8.2k)

SLO 4.2.2 Assessment- Week 6/Exam 4 (PPR EC6 & 4/8 1.25k, 27k, TS 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 10.2k & 4/8 1.11k, 8.2k)

**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).

SLO 5.1 – 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 ST VII; TESOL 5a, 5b; 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)

- SLO 5.1.1 Assessment - **Week 6/Exam 4** (PPR EC6 & 4/8 1.11k)
- SLO 5.1.2 Assessment- Dynamic Communicator Parent Flyer (PPR EC6 & 4/8 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s)

SLO 5.2 Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (ELAR EC6 4.13s, 20s; EC6 & 4/8 5.7k; ELAR 4/8 3.11s; TS EC6 3Aiii; [T7.1k (ISTE 5b)].)

- SLO 5.2.1 Assessment- **Twitter Expert** (ELAR 4/8- 4.13s, 20s; TS EC6 3Aiii; [T7.1k (ISTE 5b)].
- SLO 5.2.2 Assessment- **Researcher Articles** (ELAR 4/8 4.20s; [T7.1k (ISTE 5b)].


- SLO 5.3.1 Assessment - **Week 6/Exam 4** (PPR EC6 & 4/8 1.5k, 6k; TS EC6 & 4/8 2Biii)

---

### 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 or on a weekend, please leave a voicemail.

- **For general computer support (not related to D2L)**, contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at **helpdesk@sfasu.edu**.

- To learn more about using D2L, visit **SFA ONLINE** at **http://sfaonline.sfasu.edu**, where you'll find written instructions and video tutorials.
Dropbox / Discussions / Quizzes to Complete –

**DROPBOX:** (will add up to 10 points)

*ESL Creative Visual Chart (5 points)* Candidates will create a visual to represent independent research and report on issues surrounding ESL Education and their application to the classroom.

- *ESL Assessment Position Paper (5 points)* Candidates will take a stance on the assessment of second language learners by writing a position paper.

**DISCUSSIONS:** (will add up to 42 points)

*(Discussion Roles/Teacher Technologist, Dynamic Communicator, Lesson Developer, Twitter Expert, Researcher)*

1. Introduction (2 points)
2. Discussion role visuals (3 points)
3. Discussion role visuals (3 points)
4. Discussion role visuals (3 points)
5. Discussion role visuals (3 points)
6. Discussion questions; ELL Assessment Position Paper (2 points)
7. Discussion role visuals (3 points)
8. Discussion questions; ELL Concept Paper (2 points)
9. Discussion role visuals (3 points)
10. Discussion role visuals (3 points)
11. Discussion role visuals (3 points)
12. Discussion role visuals (3 points)
13. Discussion role visuals (3 points)
14. Discussion role visuals (3 points)
15. Discussion role visuals (3 points)

**QUIZ & EXAMS:** (will add up to 48 points)

- **Quiz:** Syllabus and Timeline; Discussion roles; APA & Mini-lessons (3 points)
- **Exam 1:** Technology & Twitter (5 points)
- **Exam 2:** Learning Theories (5 points)
- **Exam 3:** TEKS & National Organizations; Classroom Environment (5 points)
- **Exam 4:** Assessment & Professional Responsibilities (5 points)
- **Exam 5:** Oral Language, Reading Workshop, & Reading Zone (5 points)
- **Exam 6:** Text Complexity, Types of Texts & Literacy Development (5 points)
- **Exam 7:** Word Analysis, Fluency, & Comprehension (5 points)
- **Final Exam:** Cumulative (10 points)

- **Professionalism** You are expected to show initiative and to **actively participate** in online discussions. 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 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.**
IV. Evaluation and Assessment (Grading):

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

<table>
<thead>
<tr>
<th>Dropbox and Discussions</th>
<th>Quiz &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>52 points (52%)</strong></td>
</tr>
<tr>
<td><strong>Due Dates by 11:30PM</strong></td>
<td><strong>48 points (48%)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
<th>Due Dates by 11:30PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discussion 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discussion 7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discussion 9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 15</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ELL Assessment Position Paper</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ELL Concept Paper</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points possible</strong></td>
<td><strong>100 points</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Lesson Focus &amp; Discussion Role Responsibilities</td>
<td>Assignments Strategies for Teaching English Learners (STEL) Becoming a Language Teacher (BLT)</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1 (Jan 15 MLK-Jan 17) | Introductory Materials & Mini Lesson Instructions | Required Readings:  
- Before Class Begins Module  
- Week 1 Module (All sections including syllabus & timeline)  
- Discussion 1- Introduction  
- Quiz over Week 1 Information | Discussion 1 due: 
Response 1 due: 
Quiz due: | 1 |
| 2 | Technology for Teachers & Twitter & Discussion Roles | Required Readings:  
- All sections of Week 2 modules.  
- Article: Digital Natives, Digital Immigrants  
- Article: Learning with E-Readers in the Classroom | Discussion 2 due: 
Response 2 due: 
Exam 1 due: | 1.5 |
| 3 | Reading and Learning Theories | Required Reading:  
- All sections of Week 3 modules.  
- Article: Looking Back, Looking Forward  
- Chapter 2: Becoming a Language Teacher, pp. 25-42 &  
- Chapter 3: Strategies for Teaching English Learners, pp. 41-42 | Discussion 3 due: 
Response 3 due: 
Exam 2 due: | 1.5 |
| 4 | Planning & Instruction (TEKS System & Professional Organizations) | Required Readings:  
- All sections of Week 4 module.  
- Article: Collaborating for Success…  
- ILA Position Statements  
- LRA Position Statements  
- NCTE Position Statements  
- TESOL Position Statements | Discussion 4 due: 
Response 4 due: 
Review for Exam 3 | 1.5 |
| 5 | Diversity (Equitable Classroom Environments, Anchor Charts, Morning Meeting, Room for Beliefs) | Required Reading:  
- All sections of Week 5 module.  
- Article: A Closer Look at Anchor Charts  
- Article: Room for Beliefs…  
- Article: Systems to Transform your Classroom  
- STEL Book: pp.367-374  
- View All videos | Discussion 5 due: 
Response 5 due: 
Exam 3 due: | 1.5 |
| 6 | Assessment & ELLs | Required Readings:  
- Read All sections of Week 6 modules.  
- Read BLT, Chapter 9, pp. 209-225  
- Dropbox ELL Assessment Position Paper  
- View TEA Accountability Video | Discussion 6 due: 
Response 6 due: 
Dropbox: Position Paper due: 
Review for Exam 4 | 1 |
| 7 | Professional Responsibilities | Required Readings:  
- Read All sections of Week 7 modules.  
- Access & Review http://tea.texas.gov/  
- Access & Review http://tea.texas.gov/About_TEA/Leadership/State_Board_for_E | Discussion 7 due: 
Response 7 due: 
Exam 4 due: | 1.5 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Discussion Due</th>
<th>Response Due</th>
<th>Dropbox Due</th>
</tr>
</thead>
</table>
| 8    | Dual Language Processes | • All sections of Week 8 modules  
      • STEL Textbook/Chapter 12, pp. 307-326  
      • Research Sources/Use Websites from Week 7 | Discussion 8 due: | 1 | 1 |
|      |       |                   | Response 8 due: | 1 | 5 |
|      |       |                   | Dropbox: ELL Concept Paper due: | 1.5 | 1.5 |
| (Mar 10-18) | SPRING HOLIDAYS | SPRING HOLIDAYS | SPRING HOLIDAYS | SPRING HOLIDAYS |
| 9    | Oral Language Development | • All sections of Week 9 modules | Discussion 9 due: | 1.5 | 1.5 |
|      |       |                   | Response 9 due: | 1.5 | 0 |
| 10   | Reading Workshop, Reading Zone, & Book Boxes | • All sections of Week 10 modules  
      • Article: Reading Workshop, What does it Look Like?  
      • Article: Paying Attention- An Intro to Slow Reading  
      • Article: Rethinking the Book Box  
      • Article: Workshop to Inspire Lifelong Learners | Discussion 10 due: | 1.5 | 1.5 |
|      |       |                   | Response 10 due: | 1.5 | 5 |
|      |       |                   | Exam 5 due: | 1.5 | 0 |
| 11   | Text Complexity & Types of Texts | • All sections of Week 11 modules  
      • Article: Text Complexity is the New Black  
      • Article: Reread Learning with E-Readers  
      • Fry’s Readability Instructions  
      • Microsoft Word Readability Instructions | Discussion 11 due: | 1.5 | 1.5 |
<p>|      |       |                   | Response 11 due: | 1.5 | 0 |
|      |       |                   | Review for Exam 6 | 1.5 | 0 |
| 12   | Literacy Development &amp; Foundations | • All sections of Week 12 modules | Discussion 12 due: | 1.5 | 1.5 |
|      |       |                   | Response 12 due: | 1.5 | 5 |
|      |       |                   | Exam 6 due: | 1.5 | 0 |
| 13   | Word Analysis | • All sections of Week 13 modules | Discussion 13 due: | 1.5 | 1.5 |
|      |       |                   | Response 13 due: | 1.5 | 0 |
|      |       |                   | Review for Exam 7 | 1.5 | 0 |
| 14   | Fluency | • All sections of Week 14 modules | Discussion 14 due: | 1.5 | 1.5 |
|      |       |                   | Response 14 due: | 1.5 | 0 |
|      |       |                   | Course Evaluation | 1.5 | 0 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Comprehension</th>
<th>Required Readings:</th>
<th>Final Exam</th>
<th>Review for Exam 7</th>
<th>Discussion 15 due:</th>
<th>Response 15 due:</th>
<th>Exam 7 due:</th>
<th>Final Exam will open at 6:00 AM on Monday &amp; close at 11:30PM on Thursday via D2L!!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>All sections of Week 15 modules</td>
<td></td>
<td></td>
<td>1.5</td>
<td>1.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td>REVIEW All Course Content!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** 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.

### VI. Required Textbooks:


**Note:** You will be required to check out children’s books to develop lesson plans.

Adolescent Literacy: A policy research brief. 
[http://www.ncte.org/about/over/positions/category/literacy/127676.htm](http://www.ncte.org/about/over/positions/category/literacy/127676.htm)


Test your document’s readability. Available at
http://office.microsoft.com/en-us/word-help/test-your-document-s-readability-
HP010148506.aspx

Using multiple methods of beginning reading instruction. Retrieved from
http://www.reading.org/Libraries/position-statements-and-
resolutions/ps1033_multiple_methods.pdf

Reading Today. Retrieved from http://www.reading.org/AccessFor/Members-
only/reading-today

Recommended Readings

study for phonics, vocabulary, and spelling instruction (5th ed.). Upper Saddle River,
NJ: Pearson.


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.

This course does NOT have a LiveText assessment at this time.

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:

Attendance is imperative. On the fourth absence, the student’s grade is lowered by one letter. On the eighth absence, the student’s final grade is lowered by two letters. Leaving class early will be counted as tardy or absent. NOTE: Absences are not recorded as excused or unexcused because each student receives four emergency days and/or tardies before the grade is lowered.

Every three tardies will equate to a 5-point deduction from the final grade points. For example: - for three tardies and -10 for six tardies.

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. If you are absent, it is your responsibility to get the missed material from a colleague.

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. Make-up work must be completed as soon as possible after returning from an absence.

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:**
Five (5) points will be deducted for each act of unacceptable behavior such as using cell phone, talking after the focus tool has sounded, talking during the instructor’s lecture and/or talking during student presentations, and/or off-topic discussions during team collaboration.

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.

Twitter Expectations:
1. Follow Rdg318survey1
2. Follow the professional organizations that are associated with Rdg318survey1
3. Use standard English when communicating via Twitter. (same language you would use when writing a paper APA 6th style.)
4. Only discuss the content related to RDG 318.
5. Failure to follow these parameters will result in a “0” on the assignment and/or a “0” for the final grade, as determined by the instructor.

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

3. Successfully complete 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 936-468-1740 or snyderke1@sfasu.edu.