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

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

There are no LIVE TEXT assignments in this course.

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

This is one of several reading courses you will take, covering a range from the emergent copy-cat ‘reader’ to the mature level critical thinking reader who savors, evaluates, and creates with what s/he reads. As you enter the field practicum phase of the program, your understanding about reading will become even more informed as you apply and adjust what you have learned to support the individual reading journeys of a diverse population of students with a variety of skill levels and needs. Over time, with continued professional experience and reflection, your ability to support young readers in their literacy journey will truly make a difference in the deserving lives of children who will come to depend upon you for their reading success.

When you finish this course, you should be able to answer the following questions:

What is reading?
What are the skills needed for reading?
What are the stages of reading development?
How do I teach it?
How do I test it?
How do I improve it?

This course is aligned with state (TExES) and national (IRA/NCATE) standards for teachers of reading, meets the standard of strong design set by the NCTQ for Early Reading, and continually monitors and fully incorporates the latest Science of Teaching Reading (STR). Today’s teachers are accountable. Read about our national duty to Leave No Child Behind (NCLB) www.youtube.com/watch?v=LV7od-RU1Jw and the new Every Child Succeeds Act (ESSA) http://www.ed.gov/esea
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

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

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

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

**Detailed Alignment Chart & Links**
PCOE Office of Assessment and Accountability http://coe.sfasu.edu/students/students/assessment
To request a detailed color-coded alignment chart for this course, please contact the course director, Dr. Carolyn Abel
cabel@sfasu.edu The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments for all
courses are located on the PCOE website. For additional information on meaningful and measurable learning outcomes, see the
assessment resource page http://www.sfasu.edu/assessment/

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

**PLO 1** (overall program learning objective). Teacher Candidates know, understand, and use the major concepts, principles,
thories, and research related to the development of children to construct learning opportunities that support individual
students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1). In keeping with the PCOE goals
for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways
to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts
in the elementary classroom. Upon completion of this course, teacher candidates are expected to understand the following
(SLOs):

**SLO 1.1** (specific course learning objective) understand that literacy develops over time and progresses from
emergent to proficient stages.
ASSESSMENT: ESSAY on how to teach a child to read. Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 5.3s (3.3s) 6.2k (3.8k) 6.2k (3.8k) 5.2s 6.2s (3.7s) 4.8k (3.4s) E PR (TS): 1.14k 1.25k 1.9s (TS1Aiii) 1.1s (TS3Bi) 1.1s (TS3Bi) 1.21s (TS1Cii) / EP - 1.11k (TS3Aii) 1.7k (TS3Cii) 1.6s (TS3Bi) 1.1s (TS1Bi) / Dyslexia IDA 1:C 1.5, D, E

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

ASSESSMENT – NEWSLETTER – TC communicate with parents about language and other foundational skills development. Standards: ELAR: EC6 (4-5 in paren) 1.8s (1.12s) 2.4s / *MLG 4-8 2.12s / Dyslexia IDA Content Sect 1: A, C1, B / E PR (TS) 1.7s (TS1Ai); Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d), 6.29s (ISTE 3d)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4-8 / 2.2s) E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC 6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii)

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

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL - Standards: ELAR: EC6(4-8) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.3s 3.3k (2.3k) 4.9k (2.11k) 5.1k (3.1k) (4-8 / 2.2s) E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) / DYSLEXIA QUIZ (4-8 / 3.4k) E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.24s ESL QUIZ: EC 6 (4-8) 3.3k (2.3k) / E PR (TS) 1.11k (TS3Aii) / 3.3k (2.3k); 5.5k 3.7k); 5.4s (3.3s); 5.5s (3.5s); 7.5k (4.3k)

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

ASSESSMENT – RESEARCH POST – TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s; Dyslexia IDA Sect. 1 A, B, C1; E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Aii); and Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d)

ASSESSMENT – NEWSLETTER – TC communicate with parents about phonological awareness and other foundational skills development. Standards: ELAR: 1.8s (1.12s), 2.4s; PPR (TS) 1.7s (TS1Aii); and Tech EP 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d)

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

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

ASSESSMENT – NEWSLETTER – TC communicate with parents about the alphabetic principle and phonics among other foundational skills development. Standards: ELAR (EC6 (4-8 paren): 3.4s, 4.8s 3.4s 4.8s 6.4s

SLO 1.5 – TC understand the essential components of the alphabetic principle and basic phonics.
ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN – SPELLING INVENTORY - TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book. EC6 E PR (4-8 in paren) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.9k (3.9k) 5.1s (3.3s) 5.4s (3.3s) 5.7s (5.1s) 8.1s (10.1s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) Dyslexia IDA Content Sect 1: A, C1,2; E PR (TS) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii) WORD STUDY LESSON PLAN - EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) 5.4k(3.6k) 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) - 6.5k (3.9k) 6.8k (3.9k) - 8.1s (10.1s), 10.3k (8.3k); DYSLEXIA Content area 1 building fluency. Standards: ELAR EC6 (4.9k) / DYSLEXIA IDA Content area 1: A, C2,3,4, B and E PR (TS in paren): 1.14k, 1.16k, 1.19k, 1.25k, 1.26k (TS3Bii), 1.7s (TS3Bii), 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS1Bi) 1.20s (TS1Bii), 1.21s (TS1Ci), 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) (4-8 / 3.4k) 3.3k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 6.1k (3.2k) 6.2k (3.8k) 5.2s, 6.1s (3.11k) 6.2s (3.7s) / DYSLEXIA IDA Content Sect 1: A, B, C 1-5, D, and E / EP (TS in paren): 1.7s (TS1Ai) 1.11k (TS3Ai) 1.4s 1.4s 1.11s (TS3Bii) 1.16s (TS1Ci) 1.21s (TS1Ci) 1.25k 1.28s (TS2Ai / TS5Ci TS5Cii) 1.11k (TS3Ai) 1.28s (TS2Ai / TS5Ci TS5Cii)

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

ASSESSMENT – RUNNING RECORD – TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes fluency development. Standards: ELAR EC6 (4-8): 4.6k (2.9k) 5.2k 5.3k 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.8k (6.8k) (4-8 / 8.5k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.2k (TS1Ci) 1.25k 1.7s (TS1Ai) 1.7s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – FLUENCY LESSON PLAN – TC complete a lesson plan using Readers Theater strategy for building fluency. Standards: ELAR EC6 (4-8): 5.6k (3.9k) 6.1k (3.2k) 6.2k (3.8k) 6.4k (3.9k) 6.2s (2.2k) 6.7k (3.7s) / DYSLEXIA IDA Content Sect 1: 1 – C3.2k / E PR (TS in paren): E PR (TS) 1.12k / 1.12s 1.13k (TS1Ai) 1.14k 1.16k 1.19k 1.25k 1.26k (TS3Ai) 1.1s (TS3Bii) 1.2s (TS2Bii / TS2Ciii) 1.3s (TS1Ci) 1.4s 1.6s (TS3Bii) 1.7s (TS1Ai) 1.9s (TS3Ai) 1.11s (TS3Bii) 1.13s 1.14s (TS2Bi) 1.15s 1.16s (TS1Ci) 1.20s (TS1Bi) 1.21s (TS1Ci) 1.29s (TS1Fii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL – Standards: ELAR EC6 (4-8): 2.2s 3.2k (2.3k) 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.4s (3.3s) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 2.2s) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) 3.3k (2.3k) / E PR (TS in paren): 1.11k (TS3Ai) 1.28s (TS2Ai / TS5Ci TS5Cii)
SLO 1.7 – TC understand and can support the development of word identification skills and reading vocabulary.

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

**ASSESSMENT – RUNNING RECORD** TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes word id and vocabulary development. Standards: ELAR EC6 (4-8 in paren): 4.6K (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) – 5.8k (8.3k) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.4k (8.6k)( 4-8 / 8.5k) / Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS in paren) 1.2k (TS2Cii), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fiii / TS5i / TS5Di).

**ASSESSMENT – SPELLING INVENTORY & WS LESSON PLAN** TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve reading skills. Standards: SPELLING INVENTORY - ELAR EC6 (4-8 in parentheses) 3.4k, 3.2s, 3.3s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) – 5.9k (3.9k) – 5.1s (3.3s) – 5.4s (3.3s / 3.5s) – 5.8k (8.3k) – 5.7s (5.1s) – 8.1s (10.1s) – 10.2k (8.3k) – 10.3k (8.3k) – Dyslexia IDA Content Sect 1: A, C1,2,6; E PR (TS) 1.19k (TS2Ci), 1.3k (TS2Ci), 1.16k, 1.25k, 1.7s (TS1Ai), 1.8s (TS3Bii), 1.24s, 1.28s (TS2Ai / TS5Ci TS5Cii).

**WORD STUDY LESSON PLAN** – ELAR EC6 (4-8 in parentheses) 3.1s, 3.2s – 3.3s (2.1s) – 5.4k(3.6k) – 5.7k (3.10k) – 5.9k (3.9k) – 5.1s (3.3s) – 6.1k (3.2k) – 6.5k (3.9k) – 6.6k (3.9k) – 8.1s (10.1s) – 10.3k (8.3k); DYSLEXIA IDA Sect 1 Content - C.2.4k, C.2.3k, C.6. Spell.2; / E PR (TS in parentheses) 1.2k (TS2Ci), 1.3k (TS2Ci), 1.12k / 1.13k (TS1Ai), 1.14k, 1.16k, 1.19k, 1.21k, 1.25k, 1.26k (TS5Ai, TS5Bi, TS5Ci, TS5Cii) 1.11s (TS3Bii), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS3Bii), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS3Aii) / TS5Ci / TS5Di).

**ASSESSMENT – EXAMS:** QUIZZES/MIDTERM & FINAL Standards, ELAR EC6 (4-8 in parentheses) 2.3s 3.3k (2.3k) 3.2s 4.9k (2.11k), 5.1k (3.1k) 5.5k (3.7k) / Dyslexia IDA Content Sect 1: C.5.1k / E PR (TS) 1.19k (TS5Ai), 1.1s (TS1Bi) 1.4s 1.6s (TS3Bi) 1.7s (TS1Ai) 1.9s (TS3Aii) 1.11s (TS3Bi), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS3Bii), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS3Aii) / TS5Ci / TS5Di).

SLO 1.8 – TC understand the essential components of comprehension.

**ASSESSMENT – COMPREHENSION LESSON PLAN** TC view videos of and complete a lesson plan addressing the development of comprehension using flexible guided reading groups. Standards: ELAR EC6 (4-8): EC6 (4-8 IN PAREN): 5.5k (3.5s, 3.7k) / Dyslexia IDA Content Sect 1: C.5.1k / E PR (TS) 1.19k (TS5Ai) 1.1s (TS1Bi) 1.4s 1.6s (TS3Bi) 1.7s (TS1Ai) 1.9s (TS3Aii) 1.11s (TS3Bi), 1.13s, 1.14s (TS2Bi), 1.15s, 1.16s (TS1Ci), 1.19s (TS3Bii), 1.20s (TS1Bi), 1.21s (TS1Ci), 1.29s (TS3Aii) / TS5Ci / TS5Di).

**ASSESSMENT – EXAMS:** QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8): 5.1k (3.1k) 5.5k (3.7k) 5.4s (3.3s) 5.5s (3.5s) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) (4-8 / 8.5k) / E PR (TS in paren): 1.19s (TS1Bi) 1.24s

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

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

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

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

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

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR EC6 (4-8): 1.2k, 3.3k (2.3k)

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

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

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

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

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

ASSESSMENT – ESSAY on how to teach a child to read. Standards: ELAR EC6 (4-8): 4.6k (2.8k) 5.1s (3.3s) / E PR (TS) 1.4s 1.11s (TS3Biii) 1.21s (TS1Cii) 1.16s (TS1Ciii) 1.9s (TS1Aiii)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6/4-8) 2.2s 2.3s 3.1s (3.3s) 3.2s 5.5k (3.7k) 5.1s (3.3s) 5.2s (4-8 / 2.2s) / E PR (TS)1.11k (TS3Aii) 1.21k / Education of Students w Dyslexia

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which include evidence-based teaching strategies. Standards: ELAR EC6 (4-8): 4.6K (2.8k) 5.6k (3.2k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 6.2k (3.8k) 6.4k (3.9k) 6.6k (3.9k) / DYSLEXIA IDA Content Sect 1: C2,3 / E PR (TS in paren): 1.16k 1.7s (TS1A)

ASSESSMENT – LESSON PLANS (Word Study for Phonics; Reader’s Theater for Fluency; Before, During, After / Prediction for Comprehension). Standards: EC6 (4-8 in parentheses) 3.2s 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.4k (3.9k) 6.5k (3.9k) 6.6k (3.9k) 6.2s (3.7s) / DYSLEXIA Content area 1 - C2.4k, C2.3k, C.3 4 & 5k, C.5.1k / E PR (TS in parentheses) 1.16k 1.21k 1.1s (TS1Bi) 1.4s 1.7s (TS1Ai) 1.9s (TS1Aii) 1.11s (TS3Biii) 1.14s (TS2Bi) 1.15s 1.16s (TS1Ciii) 1.20s TS1Biii) 1.21s (TS1Cii)

SLO 2.2 –TC understand instructional grouping including flexible grouping for implementing reading instruction.

ASSESSMENT – RUNNING RECORD. TC assess reading progress using running records, analyze it, and make recommendations for improvement which includes various flexible groups targeting specific skills. Standards: ELAR EC6 (4-8): 4.6K (2.8k) 6.4k (3.9k) 6.6k (3.9k) 8.3s (10.3s) 10.2k (8.3k) 10.8k (8.6k)/(4-8 /
PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8). Upon completion of this course, teacher candidates are expected to understand the following:

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

**ASSESSMENT – SPELLING INVENTORY & WORD STUDY LESSON PLAN** TC evaluate student spelling and make recommendations for explicit systematic hands-on word study using Beck phonics book to improve writing. Standards: ELAR: EC6 (4-8 paren): 3.4k, 3.2s (2.1s), 4.9k (2.11k), 5.2k (3.3k), 5.4k (3.6k) 5.4s (3.3s / 3.5s) 5.8k (8.3k) 5.7s (5.1s) 10.2k (8.3k) 3.5s 4.3s 5.8s 4.3s (3.10s) 3.1s 5.4k 3.6k 5.7k (3.10k) 5.9k (3.9k) 5.1s (3.3s) 6.1k (3.2k) 6.5k (3.9k) 3.9s 6.6k (3.9k) 6.1s (10.1s) 10.3k (8.3k) EC-6 (4-8) 4.9s (2.1s) 5.6k (3.2k) (4-8) 4.3k 3.2k 3.4k 3.1s (3.3s) 3.2s 4.9k (2.11k) 5.8k (8.3k) 5.1s (3.3s) 5.2s 5.7s (3.1s) 10.1k (8.1k) 10.3k (8.3k) (4-2 / 2.2s) (4-8 / 8.5k) / Dyslexia IDA: Sect. 1 C-2, 6; 2.4k, C2.3k, C6.Spell.2 / E PR (TS): 1.11k (TS3Ai) 1.7s (TS1Ai) 1.2k (TS2Ci) 1.2k (TS3Ci) 1.7k (TS3Ci) 1.12k / 1.12s 1.13k (TS1Ai) 1.14k 1.16k 1.19k 1.21k 1.25k 1.26k S5Ai 1.1s (TS1Bi) 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.4s 1.6s (TS3Bi) 1.8s (TS3Bi) 1.9s (TS1Ai) 1.11s (TS3Bi) 1.13s 1.14s (TS2Bi) 1.15s 1.16s (TS1Ci) 1.19s (TS1Bi) 1.20s (TS1Ci) 1.21s (TS1Ci) 1.29s (TS1Fi / TS5i / TS5d) / Detection & Education of Students w Dyslexia

**SLO 3.2** – TC understand **essential components of a direct model lesson plan and how to support guided reading and word study lessons incorporating Blooms, TEKS and LO TEKS**.
PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 6). Upon completion of this course, teacher candidates are expected to understand the following (SLOs):

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

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

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it, and make recommendations for improvement supported by TEKS. Standards: ELAR EC6 (4-8 paren) 4.6k (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) E PR (TS in paren) 1.2k (TS2Cii) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci TS5Cii) 1.29s (TS1Fii / TS5i / TS5Di) / Dyslexia IDA Content Sect 1: C2,3

ASSESSMENT – LESSON PLANS TC can plan lessons using TEKS based on various assessments. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Cii), 1.3 (TS3Ci), 1.7 (TS3Ci0), 1.11 (TS3Ai), 1.12, 1.13 (TS1Ai), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S): 1.1(TS1Bi), 1.2(TS2Bi / TS2Cii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Ai), 1.8(TS3Bi), 1.9(TS1Ai), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ci), 1.19(TS1Bi), 1.20(TS1Bi), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fii / TS5Bi / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL Standards: ELAR EC6 (4-8 paren): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci TS5Cii) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

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

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

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress and reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) /
Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Ci) 1.3k (TS1Aii) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci S5Cii) 1.29s (TS1Fii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

ASSESSMENT – RUNNING RECORD TC assess reading progress using informal running records, analyze it, and make recommendations for strategic improvement based on that assessment. Standards: ELAR EC6 (4-8 in paren) 4.6k (2.8k) 5.2k 5.3k 5.6k (3.2k) 5.5k (3.7k) 5.7k (3.10k) 5.8k (8.3k) 5.9k (3.9k) 5.2s 5.6s (3.6s) 5.7s (5.1s) 6.1k (3.2k) 6.2k (3.8k) 6.3k 6.4k (3.9k) 6.6k (3.9k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 6.6s (3.8s) 8.1s (10.1s) 8.2s (10.2s) 8.3s (10.3s) 10.1k (8.1k) 10.2k (8.3k) 10.3k (8.3k) 10.8k (8.6k) (4-8 / 8.5k) / E PR (TS in paren) 1.2k (TS2Ci) 1.3k (TS2Ci) 1.16k 1.25k 1.7s (TS1Ai) 1.8s (TS3Bii) 1.24s 1.28s (TS2Ai / TS5Ci S5Cii) 1.29s (TS1Fiii / TS5i / TS5Di); Detection & Education of Students w Dyslexia

ASSESSMENT – LESSON PLANS TC use various assessments to inform instruction and lesson plan writing. E PR (TS) Standards: All Lesson Plans address this Knowledge (K): 1.2(TS2Ci), 1.3 (TS2Ci), 1.7 (TS3Ci), 1.11 (TS3Aii), 1.12, 1.13 (TS1Aii), 1.14 (TS1Dii), 1.16, 1.19, 1.21, 1.24, 1.25, 1.26 (TS5Ai) All Lesson Plans address these Skills(S) 1.1(TS1Bi), 1.2(TS2Bii / TS2Ciii), 1.3(TS1Ci), 1.4, 1.6(TS3Bi), 1.7(TS1Aii), 1.8 (TS3Bii), 1.9(TS3Bii), 1.11 (TS3Bii), 1.12, 1.13, 1.14(TS2Bi), 1.15, 1.16(TS1Ci), 1.19(TS1Bi), 1.20(TS1Bii), 1.21(TS1Ci), 1.24, 1.28(TS2Ai / TS5Ci / TS5Cii), 1.16, 1.19, 1.21, 1.24, 1.28 (TS2Ai/TS5Ci/TS5Cii), 1.29 (TS1Fii / TS5i / TS5Di)

ASSESSMENT – EXAMS: QUIZZES/MIDTERM & FINAL. Standards: ELAR: EC6 (4-8 paren): 2.3k 2.3s 3.4k 4.9k (2.11k) 5.1k (3.1k) 5.5k (3.7k) 5.8k (8.3k) 5.7s (3.1s) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) (4-8 / 8.5k) 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.28s (TS2Ai / TS5Ci / TS5Cii) 1.24k 1.19s (TS1Bii) 1.24s 1.29s (TS1Fii / TS5i / TS5Di) Detection & Education of Students w Dyslexia

ASSESSMENT – RESEARCH POST TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle which have predictive validity re future reading success. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s, 3.5s / Dyslexia IDA Sect. 1 A,B,C1, C2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Aii); Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d).

ASSESSMENT – ESSAY on how to teach a child to read which includes supporting children with dyslexia. Standards: E PR (TS) 1.14k 1.25k 1.2s (TS2Bi / TS2Ciii) 1.3s (TS1Cii) 1.9s (TS1Aii) 1.16s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Ci / TS5Cii) / Dyslexia ID Content Sect. 1 C 1-5, D, E

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress of at risk and struggling students and they reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Aii) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci S5Cii) 1.29s (TS1Fii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM/FINAL Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.2s (TS2Bi / TS2Cii) 1.3s (TS1Cii) 1.19s (TS1Bii) Detection & Education of Students w Dyslexia

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

ASSESSMENT – RESEARCH POST TC research and share peer-reviewed information about phonemic awareness and the alphabetic principle which have predictive validity re future reading success. Standards: ELAR: EC6 2.5s 1.8s (1.12s), 2.4s, 3.5s / Dyslexia IDA Sect. 1 A,B,C1, C2 / E PR (TS): 1.11k (TS3Aii) 1.7s (TS1Aii); Tech EP 2.4k (ISTE 3a,3b,3c), 3.1k (ISTE 3a,3d), 3.2k (ISTE 3d).

ASSESSMENT – ESSAY on how to teach a child to read which includes supporting children with dyslexia. Standards: E PR (TS) 1.14k 1.25k 1.2s (TS2Bi / TS2Ciii) 1.3s (TS1Cii) 1.9s (TS1Aii) 1.16s 1.19s (TS1Bii) 1.28s (TS2Ai / TS5Ci / TS5Cii) / Dyslexia ID Content Sect. 1 C 1-5, D, E

ASSESSMENT – MONITORING PROGRESS (CBM) TC use assessment and technology to monitor reading progress of at risk and struggling students and they reflect on teaching decisions and evidence-based strategies to improve instruction. Standards: ELAR 4.9s (2.1s) 5.3k (3.5k) 6.7k (3.11k) 6.1s (3.1s) 6.3s (3.2s) 8.3s (10.3s) 10.2k (8.3k) / Dyslexia IDA Content Sect 1: D / E PR (TS)1.2k (TS2Ci) 1.3k (TS2Ci) 1.13k (TS1Aii) 1.14k 1.16k 1.24k 1.25k 1.7s (TS1Ai) 1.24s 1.28s (TS2Ai / TS5Ci S5Cii) 1.29s (TS1Fii / TS5i / TS5Di); and Tech EP 4.1k (ISTE 1b), 4.2k (ISTE 2d,3d).

ASSESSMENT – EXAMS: QUIZZES/MIDTERM/FINAL Standards: ELAR: EC6 (4-8 paren): 4.9s (2.1s) 6.1k (3.2k) 6.1s (3.11k) (4-8 / 3.4k) / E PR (TS) 1.11k (TS3Aii) 1.21k 1.24k 1.2s (TS2Bi / TS2Cii) 1.3s (TS1Cii) 1.19s (TS1Bii) Detection & Education of Students w Dyslexia
III. Course Assignments, Activities, Instructional Strategies, use of Technology

ASSIGNMENTS:

1 point – HELLO posting in Discussions (bonus point)

20 points – Research Discussion – Phonemic Awareness and Alphabetic Principle – Teachers continue their own professional development beyond certification and for life. You will search for current research articles on phonemic awareness and the alphabetic principle and select one to share with the class in our Discussion Board area of D2L. You will POST your summary in DISCUSSIONS, read the others, and thoughtfully respond to one other posting that has not yet received comment (optional for summer class). SLO Standards 1.4, 1.5, 4.3

40 points – Parent Newsletter – Parent Support to develop SBRR skills at home – You will create a newsletter/flyer informing parents/guardians of a simple activity they may use to engage their child at home to help build language, phonological/phonemic awareness, phonics, and/or fluency skills. After posting in DISCUSSIONS, you will review others and respond thoughtfully to one who has not yet received comment (optional for summer). SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1

50 points – Spelling Inventory and Lesson Plan aligned with TEKS (Word Study Phonics). You will evaluate a child’s spelling and develop a direct model word study lesson plan to improve that child’s phonics skills (aligned with TEKS and LO TEKS). SLO Standards 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3

25 points – Running Record Test and Analysis. You will take a running record of a child’s reading, analyze the miscues, assess the results, and recommend instruction to improve reading. Practiced often in class. SLO Standards 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.4, 4.1, 4.2

20 points – Guided Reading Lesson Plan aligned with TEKS – Fluency Focus (Readers Theater). You will complete a guided reading lesson plan to support a child’s reading (fluency) skills (aligned with TEKS and LO TEKS). SLO Standards 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 3.2, 4.1, 4.2

20 points – Guided Reading Lesson Plan aligned with TEKS – Comprehension Focus (Super Kids). You will write a guided reading lesson plan to support a small group of children’s reading comprehension skills. This plan will be modeled for you step-by-step via video and aligned with TEKS and LO TEKS (predict/confirm). SLOs 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 4.1, 4.2

50 points – CBM Progress Monitoring assignment. An introduction to Curriculum Based Measurement and Monitoring Instruction. You will chart, analyze, and reflect on a child’s reading progress. SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 4.2, 4.3

225 points – Class Attendance, Participation, and Quizzes. You are expected to remember to sign in daily for attendance credit, bring your Lecture Packet daily, and to participate fully and enthusiastically (all technology turned off & out of sight upon entering classroom). Breakdown for this grade: 45 points attendance, 20 points participation, 160 points class quizzes. Discussed first week of class. Daily quizzes reinforce content learned. SLO Standards – All are covered in weekly class quizzes. SLO Standards covered in table activities – 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 3.1, 3.2, 4.2

550 points – Exams There is a midterm (200 points) and a 2-part final exam which includes an essay written in class (100 points) and comprehensive m/c final exam (250 points). All SLO standards are covered in these exams. 

Midterm Exam, heavy emphasis on phonemic awareness, phonics, language development, SBRR skills, CAP Final Exam, heavy emphasis on assessment, phonics, text types, lesson planning, fluency, vocabulary, comprehension Essay Exam, heavy emphasis on levels, stages, and skills for reading success; building fluency; word ID; how to teach reading; ESL and dyslexic students; assessment; intervention; & comprehension.
FINAL GRADING:
You may earn a maximum total of 1000 POINTS (plus 1 bonus point) in this course. We are not averaging scores.
Earn 900 or more total points = receive a course grade of A; earn 800 – 899 = B; 700 – 799 = C; 600 – 699 = D; <600 = F
Grade book Location:  look above the course pages in D2L, click GRADES, read the feedback there, and then click the tiny calculator ICON at the top to see your TOTAL POINTS listed.

You do not need to access to a 'real child' to complete course assignments.
Refer to the CALENDAR for tentative readings and assignment DUE dates. Stay abreast of any updates in class.

Grading Rubrics. There is a summary list of tentative RUBRICS for all assignments following the syllabus in D2L. Please ASK when assignment expectations are not clear. Feel free to ask for feedback before you submit an assignment for a grade but do not wait until the last minute to do so.

Emergency Situations. Please let me know ASAP when hospitalized or something serious interferes with your ability to progress through this course. For any modifications to be made for extenuating circumstances, official documentation must be provided.

Late Work. Submit late work immediately upon return to class. Make up missed work or quiz within 2 weeks. LATE ASSIGNMENTS and quizzes/exams will automatically be reduced by one letter grade and should be accompanied with an excuse to explain; determination to be excused will be made by the course professor. If you are concerned about being late or absent, submit assignments early (and sign the early submission sheet). Note that it may not be graded until the week it is due.

Email. Please put your NAME and SECTION in the SUBJECT area or it may be returned. Example: 320.003-SueSmith-Emergency or 320.001-TomJones-FeedbackRequest

Do Your Best Work. Work ahead and if uncertain about any assignment, please ASK. Feel free to email or share an assignment for quick feedback a week before it is due but be sure it is a final copy and not a draft or sloppy copy. There are NO RE-Dos once work is submitted and graded.

Quizzes. Only quizzes given in class count for a grade in this course. All others are for practice and review only.

Technology Use, Support, Videos. It is expected that you have sufficient computer access and skills to participate in any online activities and readings. Let me know the first week of class if any of this is a problem for you. SFA Online http://www.sfaonline.info/ Tech Support, browser settings, & free software: 936-468-4357 or 1919 http://www.sfaonline.info/#supportandtutorials-c1pna

Video Link Problem. DID YOU cut/paste it into a new browser? Did you try to ‘download’ it to open and view it? Send me the actual LINK and tell me WHERE you found it (page name) so I may check quickly and get back to you.

Technology and Texas Teachers. Texas teachers are expected to be able to use, model, and teach technology skills (TA TEKS) to their students http://tea.texas.gov/index2.aspx?id=6230&menu_id=2147483665

A Live Person on campus. Call 468-4357 (468-HELP) to speak to a real live person who can assist with computer related issues. Walk-in support on campus http://www.sfasu.edu/tsc/

IV. Evaluation and Assessments (Grading)
Assignments are listed with point value and described in section III above.
The CALENDAR lists specific DUE dates; see section V below.
Special Documented Needs – email requests / reminders / concerns using D2L email (click onto class list) or stop up after class or visit during office hours.

Professor Judgment. There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than "objective
criteria” reveal. In this course, your grade may improve if, for example, informal talks outside of class, or perceptive questions and creative answers during class or on exams or assignments, indicate a significantly greater competence and understanding of the material than objectively demonstrated for that particular overall final grade of B, C, D, or F.

**Drop Box Area.** Ignore this area (It is for WEB courses only). You will submit all assignments in class except for the Research Posting and the Parent Newsletter/Flier which you will POST in DISCUSSIONS.

**Plan ahead and Save Copies.** Technology is unreliable and so is life; plan and complete work ahead of time. Keep copies of all work submitted.

**Mid-Semester Grades.** Midterm grades will not be posted for RDG 320 (University Policy A-54 only requires this for 100-200 level courses). Because many of the points earned during the first half of the semester are more easily acquired due to the collaborative nature of the group table quizzes, etc, the number of points you will have acquired by mid semester will not accurately predict your final grade for this course. If you are still looking for some way to gauge your current success in this course, consider how well you did on the midterm. If you did well, keep up the good progress; if not, this is the time to stop in to see me and to work hard to made changes to ensure a better overall course grade by the end of the semester.

**Attendance Policy.** University and department policies require evidence of attendance and participation of all students in all courses. Students must be attending and participating in all courses to qualify for and to receive financial aid. Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn. This includes ONLINE courses.

READ this carefully; let me know if there are any questions. You MUST remember to sign in daily to receive attendance credit. You are permitted 2 absences before -10 points are subtracted from your attendance grade for each absence; 4 ‘late arrivals’ equal one absence (-10 points). You will find a circle around your name when you arrive late but you should still sign in in the circle to receive attendance credit for that (late) day. If you run out of points, your participation grade and then overall grade may be lowered. I do NOT collect excuses; I trust when you miss, it is for a good reason. However, if you miss a QUIZ or MIDTERM, ASSIGNMENT, or FINAL EXAM, an “official excuse” may help reduce a “late point penalty.” While you are encouraged to provide official documentation for missed days of class ON THE LAST DAY OF CLASS IF YOU WISH (turn in stapled highlighted documents to explain), your attendance grade will not change but this information can help with an otherwise “close grade” if all else indicates strong understanding of course content, enthusiastic class participation, etc. Do not waste those 2 days early in the semester as life has a way of bringing us many unanticipated surprises. More below; see SFA policy in section VIII.

V. Tentative Course Timeline/Calendar
SFA ACADEMIC CALENDAR https://orion.sfasu.edu/calendars/

**Calendar**

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<tr>
<td><strong>JAN</strong></td>
<td>DAY ONE</td>
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<tr>
<td>Homework: Today, Go to D2L &amp; Read Page One, Syllabus, and the Course SUM step-by-step</td>
<td><strong>18</strong></td>
<td><strong>DUE TODAY:</strong></td>
<td>Post HELLO in D2L Discussions section</td>
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<tr>
<td>Today: Read D2L Learning Module 1, Building Blocks for Reading. Prepare for Quiz 1 on Tue</td>
<td></td>
<td>QUIZ Tips: Lecture Packet, p. 262</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>JAN 23</td>
<td><strong>TODAY: Quiz 1</strong>&lt;br&gt;Homework: Today, READ D2L Module 2, Skills for Reading. Review RESEARCH POST assignment end of module 2. This is due Sunday!</td>
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<td>JAN 25</td>
<td>Homework: READ Mod.3, Approaches to Teaching Reading.&lt;br&gt;To prepare for quizzes, best to check email THIS WEEK for revised and updated specifics for THIS semester.</td>
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<td>JAN 28th</td>
<td><strong>DUE SUN</strong>&lt;br&gt;Post Research in D2L Discussions Section. <strong>Follow</strong> FORMAT provided.</td>
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<td>30</td>
<td><strong>TODAY: Quiz 2</strong>&lt;br&gt;Homework: Mod. 4, Levels &amp; Stages of the Reading Journey.&lt;br&gt;READ Beck Book (the smaller white book), Chap1 and 3&lt;br&gt;Notice distinction between “module” in D2L and “chapter” referring to your green book.</td>
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<td>FEB 1</td>
<td>Homework: Begin reading D2L Module 5.&lt;br&gt;This module directs reading of your GREEN book by Hougen &amp; Smartt. It goes chapter by chapter and helps you focus your attention to certain key understandings. Begin by reading ch.1 today (p. 8-15) and chap 2 (p. 18 – 27). Notice this book talks about tutoring children; we are NOT doing that but we ARE reading much (not all) of the content in this book. It supplements what we are learning in class. Let me know if unclear.</td>
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<td>6</td>
<td><strong>TODAY: Quiz 3</strong>&lt;br&gt;Homework, READ this week: Mod 5 on your green Hougen &amp; Smartt book, chap.3,4,5</td>
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<td>8</td>
<td><strong>TODAY: Quiz 4</strong>&lt;br&gt;Homework this week: Read D2L Module 5 on Hougen book chap. 6,7,8</td>
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<td>13</td>
<td><strong>TODAY: Quiz 5</strong>&lt;br&gt;Homework: Read Mod 7, Strategies for Teaching Reading. Work on Parent NEWSLETTER / FLYER assignment explained at the end of module 7.</td>
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<td>20</td>
<td><strong>TODAY: Quiz 8</strong>&lt;br&gt;Homework: Begin reading D2L Module 5.</td>
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<td>22</td>
<td><strong>DUE: Post Newsletter</strong>&lt;br&gt;Explained end of module 7&lt;br&gt;Homework: READ Module 8, assessment &amp; reflect on PAC (comprehension)</td>
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<td>27</td>
<td><strong>TODAY: Midterm Exam</strong>&lt;br&gt;May use 3x5” notecard of notes both sides</td>
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<td>MAR 1</td>
<td><strong>TODAY: Quiz 7</strong>&lt;br&gt;Today: Read module 9 on Diversity. Also read Lecture packet pages on dyslexia &amp; ESL. Remember always to check email before taking this quiz; specifics change from semester to semester.</td>
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<td>MAR 6</td>
<td><strong>TODAY: Quiz 8</strong>&lt;br&gt;Homework: Read module 9 on Diversity. Also read Lecture packet pages on dyslexia &amp; ESL. Remember always to check email before taking this quiz; specifics change from semester to semester.</td>
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**SPRING BREAK THIS WEEK** → Read Beck Book, Chap 5, 6, and 7 (on word study / word building activities)
Make sure you fully understand HOW TO use your Beck book to plan and TEACH these interactive explicit & systematic hands-on phonics lessons.

| 20 | Taking Running Records  
Do not miss class | 22 | **DUE TODAY in class:**  
Spelling assignment scored chart  
& Word Study Lesson Plan; instructions  
Mod 10 |
| 27 | THIS WEEK:  
Read Beck book chap 8 | 29 | **NO CLASS / EASTER Holiday weekend** → |

**APR 3**  
**Today: Quiz 8**
Remember always to check email before coming to class to take this quiz; specifics change from semester to semester.

| 5 | **DUE IN CLASS TODAY:**  
CBM assignment explained in mod 10  
and in packet  
Read Beck book chap 9 - 10 |

| 10 | Read Beck book chap 11-12 | 12 | **DUE TODAY – GR**  
Reader's Theater Lesson Plan. INSTRUCTIONS, Module 10.  
Read about the FINAL EXAM PREP, Module 10 |

Complete course evaluations soon

| 17 | | 19 | **TEST TODAY: Running Record**; may refer to lecture & packet notes |

| 24 | | 26 | **DUE TODAY - GR Super Kids** Comprehension Lesson Plan;  
INSTRUCTIONS Module 10  
Try the practice final exam in quiz section of D2L |

**MAY 1**  
**Distress fest, Rec Center**  
Pet some cute furry animals in our own petting zoo!

| 3 | **TEST TODAY: ESSAY** on  
How to teach a child to read; written in class / bring blue booklet that I will sign before you begin writing. |

**FINAL EXAMS this week** →
Finals Schedule:  
[http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp)

Section 1 TUE May 8, 8 – 10; sect 2 May 8, 10:30 – 12:30; sect 3 THUR May 10, 8-10am

Make copies of pages you wish to keep; courses will shut down soon after grades are posted in MySFA.
General Sequence of Important Key Concepts

Week 1
Teaching & Learning
Routines & Procedures
Reading Comprehension
Accountability, SLOs & TEKS
TPRI, STAAR, NAEP
NCLB, ESSA, Common Core and CCRS

Week 2
Foundational Skills & Motivation
STR/SBRR & NELP Skills for Reading
Read Aloud, Language & Comprehension
Visual Discrimination
Phonological & Phonemic Awareness
Language Development
Motor Skills & Writing
Book & Print Concepts
Behavior Management; Emulation; Parent Support

Week 3
Phonological & Phonemic Awareness Hierarchy
Alphabetic Principle & reciprocal nature of AP to PA
Phonics Basics & Word ID / not all words are equal
Spelling Development; Scoring Inventories

Week 4
Models for Teaching Reading
Levels & Stages of Reading
3-Tier Reading Model / RTI & At Risk
Assessment, Instruction, intervention

Week 5
Text Types, Leveled Books, Readability
Running Records & Analysis
Benchmarks

Week 6
Shared Reading; Retell Narrative & Expository
Guided Reading, Reading Workshop, Flexible Groups
Word Study (word building) using Beck book
Interactive Writing, Reading Recovery

Week 7
Development of Fluency
Morphological Awareness, Multisyllable Words
Comprehension, Vocabulary, Tier 2 Words

Week 8
Midterm Review & Exam

Week 9-16
The 2nd half involves more application of content learned
Spelling Inventory & Word Study Lesson Plan
Dyslexia / English Language Learners
Differentiating Instruction & Maximizing Learning
CBM progress monitoring
Running Record & Analysis
Fluency building; lesson plan using Readers’ Theater
Comprehension; lesson plan using Super Kids book
Essay – How to teach reading
Review
VI. Readings / Required and Recommended


3. **REQUIRED:** Course Lecture Packet revised Fall 2017. Purchase at SFA book store / Bring to class daily

   *Required for ALL Elem Ed majors ONLY* [We will read chapters 1, 6 (to page 153), 7 (to page 182), and chapter 10]: "Strategies for Teaching English Language Learners" by Lynne T. Diaz-Rico, published by Pearson 2013 third edition ISBN 978-0-13-268518-4. We will also read a few pages from the Horwitz book, *Becoming a Language Teacher*.

   **PLEASE NOTE:** If short on funds this semester, you will not need these ESL texts to pass this course, as sufficient information is shared in D2L and the lecture packet for our needs.

**Book Issues.** If you are late to purchase your books due to limited financial resources or other obstacles, consider temporarily using the (few) book samples reserved for “room use” in the Resource Room, 2nd floor ECRC (next to office / best to call ahead, 936-468-2259). Otherwise, read the content modules and DO NOT allow yourself to fall behind while waiting for books to arrive.

**LiveText (LT).** Please note there are NO Live Text assignments for this course. However, future courses in the Perkins College of Education (PCOE) program may collect assessments using the LiveText data management system for students. Students who do not have an existing LiveText account will receive an access code via SFA Titan email within the first week of class (___@jacks.sfasu.edu). If you have questions in the future about LiveText, 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.

You may order books at the SFA online book store or through Amazon.com or other: [http://sfasu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=19555](http://sfasu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=19555)

**Recommended Reading / Other information included in course modules:**

- TPRI [https://www.tpri.org/about/what-is-the-tpri.html](https://www.tpri.org/about/what-is-the-tpri.html)
- SEDL, Reading Research Evidence [https://www.sedl.org/reading/framework/research.html](https://www.sedl.org/reading/framework/research.html)
- Scientifically-Based Reading Research [http://reading.uoregon.edu/big_ideas/](http://reading.uoregon.edu/big_ideas/) AND [https://milnepublishing.genesee.edu/steps-to-success/chapter/2-key-ideas-for-evaluating-scientifically-based-approaches-to-literacy-instruction/](https://milnepublishing.genesee.edu/steps-to-success/chapter/2-key-ideas-for-evaluating-scientifically-based-approaches-to-literacy-instruction/)
Recommended FREE online:
Link Location: https://www.nichd.nih.gov/publications/Pages/pubs.aspx
Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6
A Child Becomes a Reader: Kindergarten through Grade 3 – Reading Building Blocks – 3 pp
Put Reading First: A Parent’s Guide Preschool through Grade 3 – 8 pp
Report of the National Reading Panel: Teaching Children to Read - 33 pp (read 3 pages: findings / building blocks)
Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007) p. 6
IRANAECY Position Statement: Learning to Read and Write: DAP
www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF
ILA http://www.literacyworldwide.org/about-us/our-story
DIBELS Data System - https://dibels.uoregon.edu/
NAEYC Code of Ethics Scenarios www.naeyc.org/ecp/resources/ethics
Literacy Updates & Position Statements https://literacyworldwide.org/get-resources/position-statements

Recommended / completely optional

VII. Course Evaluations
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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. The PCOE faculty is committed to excellence in teaching and continued improvement and your response is critical. Faculty are not able to see these evaluation marks until after the course is finished and grades are turned in. Faculty are NEVER able to associate a student’s name with any of these evaluation marks; it is kept strictly confidential.

VIII. Student Ethics and Other Policy Information
See https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Please also see section IV above for specifics for this course. SFA policy reads: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports 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. Students are responsible for notifying their instructors in advance, when possible, for excusable absences (in face to face classes). 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. PLEASE NOTE in section IV above that points will still be deducted from your attendance grade when you miss more than two classes, even when you provide a solid excuse (which you are encouraged to do at the end of the term). Please understand also that these (few) missing points at the end of the term will not ruin an otherwise strong grade if at the end of the semester your point total is close to and deserving of the next higher overall grade.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 as early as possible each semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids you wish 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/. PLEASE NOTE: ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs with your professor to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP so some solution may be made. Re videos, scripts are available; just ask. ALSO NOTE: This course gives unlimited time for taking exams in class, and anyone is welcome to come early to take the class (daily) quizzes, so no special provision is needed or will be made for quizzes/exams in this course.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on 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. NOTE: Turnitin may be used to detect plagiarism on submitted work for this course http://turnitin.com/

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

If you have trouble completing an assignment in any course or fall behind, I want to help. Sometimes simply discussing how to go about writing papers or where to go for help can set you on the right track. I believe for the most part that students will NOT cheat if they know HOW to do what is asked of them. Please do not jeopardize your future; let’s talk.

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, 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. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

**Acceptable Student Behavior in this Course.** There is a participation grade for this course. Minimally, this includes on-time daily attendance (you must remember to sign in for credit) plus professional and enthusiastic contribution and participation during class time. NO technology in the classroom (No cells or computers on or visible unless you make special request and receive permission via D2L). Time on task is important in any classroom and it is important in my classroom, as well. When you enter, there are readings and activities for you to consider until class officially begins. Your participation grade begins when you enter the room.

**Other Information – Looking Ahead**

**Elementary Ed Majors – Admission to Teacher Education / Teacher Certification.** Requires 2.75 GPA. http://www.sfasu.edu/coeadvising/ Students must maintain this GPA during the remainder of the course work. If the GPA falls below the required GPA during the intern courses or student teaching, students will be dropped from professional education courses.

**Undergraduate Teacher Certification.** The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand these policies and procedures http://www.sfasu.edu/73.asp http://www.sfasu.edu/coeadvising/266.asp http://www.sfasu.edu/785.asp

**Just prior to graduation.** To become a “certified teacher” in the state of Texas, all candidates must pass 2 state certification exams (one content & one pedagogy). You may read about these exams and how to prepare for them by visiting the following link (scroll down to bottom of page) http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/ For example: EC-6 majors take test #191 (for their content). 4-8 “generalist” majors take #111 (content for their area) and Math 4-8 majors take test # 115 (math content). Notice for the EC-6 majors, that nearly a third of that test involves what is being taught in this RDG 318 course so make this course a priority and “save your notes!” All education majors must take the pedagogy test (PPR) which is test #160. Note: Both the PPR and content exams must be passed before SFA teacher candidates are permitted to student teach. Because SFA infuses ESL information into all courses, you may also wish to earn the ESL certificate (#193). Other links http://www.texas.ets.org/prepMaterials/ http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-practice-test/

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

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

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information

SFA Links, Policies, DEADLINES, SFA Calendar.  http://www.sfasu.edu/registrar/194.asp  http://www.sfasu.edu/52.asp  http://www.sfasu.edu/297.asp  This includes registration/withdraw dates, SFA calendar, financial aid, testing info, campus map, course info, student services, book store, student employment, etc.

Billing; Financial Aid; Register / Drop Classes  http://degree.sfasu.edu/faqs.aspx
If you are late to purchase your books due to limited financial resources or other obstacles, consider using the (few) book samples reserved in the Resource Room, 2nd floor ECRC if you can come to the SFA campus.


AARC – Student Support.  If you are experiencing difficulty in your courses or with “Academic English” and/or conventions of writing  http://www.youtube.com/watch?v=SZsGFnoeQ-U  you may seek assistance at our award-winning campus Academic Assistance and Resource Center (AARC) ONLINE at 936-468-4108  http://library.sfasu.edu/aarc  Take every opportunity to use these online supports and/or email me ahead of a due date for feedback on a particular assignment, if concerned. Some ideas are provided in LINKS (look upper right in D2L).

Visit today; beat the rush for next semester!

Have a Question?  http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu

See you in class!