Section I. Course Description:

An examination of strategies and techniques to differentiate instruction for students across the content areas. It will emphasize working with ELLs, struggling readers, and RTI. An action research project will be conducted to address the needs of struggling learners.

Section II. Intended Learning Outcomes:

http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership, and continued professional and intellectual development.

MLG PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (MLG PLO 4).

Element B: Middle Level Instructional Strategies

- **SLO 3.1k MLG-ELA** The beginning teacher know and understands that many students develop word analysis skills (including structural analysis) and reading fluency in a predictable sequence, recognizing that individual variations occur.

  **Assessment:** Vocabulary Comprehension and Lesson Plan Strategy (Semantic Mapping, Vocabulary Self-Collection, Contextual Redefinition, Semantic Feature Analysis, and Blogging Academic Vocabulary (Student choice from Antonacci & O’Callaghan))

- **SLO 3.4k MLG-ELA** The beginning teacher know and understands factors affecting students’ word analysis skills and reading fluency (e.g., home language, learning disability

  **Reading Articles** (e.g., for home language: Rasinski et al.’s “Reading Fluency” in *Handbook of Reading Research, Vol. IV*, pp. 305-306: Fluency and ELLs; e.g., for learning disability: Stanberry & Swanson “Effective Reading Interventions for Kids
with Learning Disabilities” at Reading Rockets website or Klingner, Vaughn, & Boardman Teaching Reading Comprehension to Students with Learning Difficulties chapter 1 pp. 3-5: What Do Good and Poor Readers Do Related to Reading Comprehension?)

- SLO 3.10k MLG-ELA The beginning teacher knows and understands differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas
  
  Assessment: Reading Fluency Strategy and Lesson Plan (from Antonacci & O’Callaghan text)

- SLO 4.2k MLG-ELA The beginning teacher knows and understands reading comprehension as an active process of constructing meaning
  
  Assessment: Comprehension, Fluency, Vocabulary Quiz (based on section 3 and/or 4 of Antonacci & O’Callaghan text) and What is Literacy? Google Doc.

- SLO 4.3k MLG-ELA The beginning teacher knows and understands factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary)
  
  Assessment: Comprehension, Fluency, Vocabulary Quiz (based on section 3 and/or 4 of Antonacci & O’Callaghan text)

- SLO 4.5k MLG-ELA The beginning teacher knows and understands the relationship between extensive reading, vocabulary development, and reading comprehension
  
  Assessment: Vocabulary Comprehension and Lesson Plan Strategy — Semantic Mapping, Vocabulary Self-Collection, Contextual Redefinition, Semantic Feature Analysis, and Blogging Academic Vocabulary (Student choice from Antonacci & O’Callaghan)

- SLO 4.6k MLG-ELA The beginning teacher knows and understands the use of metacognitive skills in reading comprehension
  
  Assessment: Critical Thinking Strategy and Lesson Plan - SCAMPER, Six Thinking Hats, Academic Controversy, Three-Level, Reading Guide, Request Reciprocal Teaching (Student choice from Antonacci & O’Callaghan text)

- SLO 4.11k MLG-ELA The beginning teacher knows and understands comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks
  
  Assessment: Narrative and Informative Text Strategies and Lesson Plans — Questioning the Author, Text Structure, Connect to It, Inquiry Charts, and Digital Pattern Folders (Student choice from DCAL, Antonacci & O’Callaghan text)

- SLO 4.14k MLG-ELA The beginning teacher knows and understands the importance of providing students with direct, explicit instruction in the use of comprehension strategies
  
  Assessment: Critical Thinking Strategy and Lesson Plan - SCAMPER, Six Thinking Hats, Academic Controversy, Three-Level, Reading Guide, Request Reciprocal Teaching (Student choice from DCAL, Antonacci & O’Callaghan text)

- SLO 4.15k MLG-ELA The beginning teacher knows and understands a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts)

- SLO 4.18k MLG-ELA The beginning teacher knows and understands strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams)
  
  Assessment: Vocabulary Comprehension and Lesson Plan Strategy — Semantic Mapping, Vocabulary Self-Collection, Contextual Redefinition, Semantic Feature Analysis, and Blogging Academic
Vocabulary (Student choice from DCAL, Antonacci & O’Callaghan text)

- **SLO 4.19k MLG-ELA** The beginning teacher knows and understands the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students.
  
  **Assessment:** Create visual presentation (e.g., PowerPoint, Prezi, Glog) to present understanding of reading comprehension of students with different needs (e.g., for home language: Rasinski et al.’s “Reading Fluency” in *Handbook of Reading Research, Vol. IV*, pp. 305-306: Fluency and ELLs; e.g., for learning disability: Stanberry & Swanson “Effective Reading Interventions for Kids with Learning Disabilities” at Reading Rockets website or Klingner, Vaughn, & Boardman *Teaching Reading Comprehension to Students with Learning Difficulties* chapter 1 pp. 3-5: What Do Good and Poor Readers Do Related to Reading Comprehension?)

- **SLO 4.20k MLG-ELA** The beginning teacher knows and understands the use of technology in promoting reading comprehension.
  
  **Assessment:** Participation in online Literature Circles to explore technology (such as Voice Thread, xtranormal, Wordle, Google Docs, etc.) and to discuss how it can be used to promote reading comprehension.

**Element C: Middle Level Assessment and Data-informed Instruction**

- **SLO 3.11k MLG-ELA** The beginning teacher knows and understands a variety of informal and formal procedures for assessing on an ongoing basis students’ word analysis skills and reading fluency.
  
  **Assessment:** Assessment Assignment (e.g., apply concepts from chapter 5: Differentiating Assessments in Chapman & King’s *Differentiated Instructional Management: Work Smarter, Not Harder* and DCAL, Antonacci & O’Callaghan text to knowledge of word analysis skills and reading fluency)

- **SLO 4.21k MLG-ELA** The beginning teacher knows and understands a variety of informal and formal procedures for monitoring and assessing students’ reading comprehension and instructional practices to meet individual students’ needs.
  
  **Assessment:** Add assessments and instructional practices to Lesson Plans

- **SLO 8.1k MLG-ELA** The beginning teacher knows and understands the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories).
  
  **Assessment:** Administer an Informal Reading Inventory (IRI)

- **SLO 8.2k MLG-ELA** The beginning teacher knows and understands formative and summative uses of assessment.

- **SLO 8.4k MLG-ELA** The beginning teacher knows and understands how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS).
  
  **Assessment:** Assessment Assignment (e.g., apply concepts from chapter 5: Differentiating Assessments in Chapman & King’s *Differentiated Instructional Management: Work Smarter, Not Harder* and DCAL, Antonacci & O’Callaghan text) to knowledge of word analysis skills and reading fluency)

**Element D: Technology Applications for Beginning Teachers**

- **SLO 1.3k MLG-ELA** Candidate will know how to demonstrate creative thinking, construct new
knowledge, and develop innovative products and processes that use technology.

**Assessment: Reading Strategy and Lesson Plan Assignments**

**SLO 1.3s MLG-ELA** Candidate will analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product.

**Assessment: Reading Strategy Lesson Plans and Assignments**

**SLO 1.4s MLG-ELA** Candidate will apply prior knowledge to develop new ideas, products, and processes.

**Assessment: Reading Strategy Lesson Plans and Assignments**

**SLO 2.1k MLG-ELA** Candidate will know how to design and format digital information for appropriate and effective communication.

**Assessment: Reading Strategy Lesson Plans and Assignments**

**SLO 2.4k MLG-ELA** Candidate will know how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.

**Assessment: Assessment Assignment**

**SLO 2.3s MLG-ELA** Candidate will employ technological collaboration such as sharing information through online communications to complete tasks.

**Assessment: Literature Circle Discussions**

**SLO 2.5s MLG-ELA** Candidate will use technology in self-directed activities to create products for and share products with defined audiences.

**Assessment: Literature Circle Discussions**

**SLO 3.1k MLG-ELA** Candidate will know how to use strategies for acquiring information from electronic resources in a variety of formats.

**Assessment: Class Activities – Bell Ringers, Admit Slips, Exit Slips**

**SLO 3.3s MLG-ELA** Candidate will know how to access and use online help.

**Assessment: Reading Strategy Lesson Plans and Assignments**

**SLO 4.7s MLG-ELA** Candidate will know to transfer current knowledge to the learning of newly encountered technologies.

**Assessment: PollEverywhere, Socrative Student, Kahoot**

**SLO 5.5s MLG-ELA** Candidate will understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media.

**Assessment: Literature Circle Assignments**

**SLO 7.6k MLG-ELA** Candidate will recognize strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

**Assessment: Reading Strategy and Lesson Plan Assignments**

**SLO 7.1s MLG-ELA** Candidate will use a range of instructional strategies for individuals and small/whole groups to plan applications-based technology lessons.

**Assessment: Strategy Workshops, Group Presentation**

**SLO 7.10s MLG-ELA** Candidates will use a variety of instructional strategies to ensure all students’ reading comprehension of content-relates texts, including helping students link the content of texts to their lives and connect related ideas across different texts.

**Assessment: Assessment Assignment – Technology choice**

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

Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of
Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review the SFASU College of Education’s Conceptual Framework:

http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

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 (subject to change) – Course assignments will be submitted via D2L Dropbox. Course discussions will be completed via D2L Discussions. Course quizzes/tests/exams will be completed via D2L Quizzes. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned.

All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may. Candidates are expected actively participate by completing class activities and assignments.

• **Warm-up Module Participation** (100 points) – Students will create various products that reflect class topics and models of instructional and comprehension strategies they can later apply to assignments with students in the classroom. They will include, but are not limited to: Bell Ringer Activities, Google Doc Assignments, Admit Slips, Exit Slips, and Socratic Student Quizzes. These would be turned in through D2L at the beginning, middle or end of each module.

• **Reading Comprehension Strategies** (150 points) – Students will create six Reading Comprehension Strategies and Lesson Plans. You will select a TEKS related to grades 4-8 and will base your strategy on teaching the selected TEKS. There will be a strategy template and lesson plan template to follow for each comprehension strategy. The purpose of this assignment is to work on including literacy and differentiation to your lesson planning.

  - **Vocabulary** – Semantic Mapping, Vocabulary Self-Collection, Contextual Redefinition, Semantic
Fluency – Readers Theatre, Paired Reading, Audio Books: Model, Radio Reading, and Morphemic Analysis

Narrative Text – Annotation, Interactive Think-Aloud, Inference Strategy Guide, The Inquirer Strategy, and Active Interpretation of Film

Informative Text – Questioning the Author, Text Structure, Connect to It, Inquiry Charts, and Digital Pattern Folders

Critical Thinking – SCAMPER, Six Thinking Hats, Academic Controversy, Three-Level, Reading Guide, Request Reciprocal Teaching

Writing – Concept Star, Concept Mind Map, Research for Choice, Shared Pen, and Targeted Text

- Literature Circle Assignments (100 points) – Students will read a young adult novel as part of a literature circle. Your book group read and discuss the book, out-of-class discussion activities related to your book. After participating in the literature circle, you explore several digital tools (e.g., Wordle, gaming, Google Docs) and will write a reflection discussing how such digital tools could be used to promote reading comprehension. You will submit this reflection via D2L.

- Assessment Collection (100 points) – Students will create an assessment collection that applies the information from the 40 Strategies of Middle and Secondary Classrooms and the Differentiated Instructional Management texts to the concepts of Word Analysis and Reading Fluency. This collection will showcase your knowledge of the variety of informal and formal procedures (i.e., reading comprehension strategies) for assessing on an ongoing bases students’ Word Analysis and Reading Fluency Skills. Students will reflect on another student’s assessment collection and give feedback using a feedback rubric provided.

- Quizzes (50 points) - These quizzes will include information presented in the course textbooks and covered within the course. Each quiz will be completed within D2L. Please pay careful attention to the window of availability (start date and time/end date and time) and make sure to complete each quiz when it is available. Once the quiz has closed, it will not be reopened. If you do not complete the quiz during the window of availability, a grade of zero will be earned. Please plan ahead in case of technical difficulties. If you experience trouble with D2L while attempting to access, complete, or submit a quiz, please call OIT at 936-468-1919. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing a quiz; in the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the professor ahead of time, you must contact the instructor via D2L email within 24 hours of missing a quiz to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to make up a missed quiz, in which case a grade of zero will be earned. Only one (1) attempt is allowed for each quiz; there are no “re-do” opportunities.

- Syllabus Quiz (10 points) - This quiz covers information presented in the course syllabus and should be completed the first week of class.

- Vocabulary, Fluency, and Comprehension Quiz (20 points) – This quiz focuses mainly on material in Sections I, II, III, and IV of the 40 Strategies textbook.

- Final Exam (20 points) – This quiz
• **Professional Disposition** (50 points) - You are expected to show initiative and to actively participate in this course. You are expected to have a professional demeanor that is evidenced through assignments, written and verbal communication, and interactions with the instructor and classmates. Work is to be professional, neat, and of the quality and integrity expected of a future teacher. Proper spelling, grammar, punctuation, etc. are to be used in assignments, the discussion board, email, and any other course communication. Correspondence (whether by email, in writing, over the phone, by fax, etc.) is expected to be professional.

All course work (including but not limited to discussion board postings, activities, quizzes, and tests) must be completed and submitted on time. Missed work may result in a grade of zero.

Plan ahead – work ahead of deadlines so that you have a ‘buffer’ in the event of computer issues or other difficulties. A computer issue does not constitute an extenuating circumstance.

Professional tone and the use of Standard English is expected in all communication (including but not limited to discussion postings and emails).

Students must be online 3+ times per week. Your professional disposition grade will be effected if you do not check in 3 times or more a week.

5 bonus points will be awarded for completion of the course evaluation. For example, this will allow for a maximum final grade of 505 out of 500 points.

Section IV. Evaluation and Assessments (Grading):

Grading Scale:

- **A** 550 - 450 points (100-90%)
- **B** 449 - 350 points (89-80%)
- **C** 349 - 250 points (79-70%)
- **F** 249 - 0 points (69% or below)

Please note that grades will not be rounded up. (For example, a final score of 89.5 points out of 100 [89.5%] will be entered as a B) – at the instructor’s discretion.

All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester.

Section V. Readings:

Required Textbooks


3. One of the following YA novels. (Required, sign up under Communication Tools, Group

Mango Shaped Space   Staying Fat for Sarah Byrnes   Tears of a Tiger   Slammed


COURSE ASSIGNMENTS (Restated list form)
1) 1 Syllabus quiz
2) 1 Informal Reading Inventory (IRI)
3) 6 Reading Comprehension Strategies
4) 4 Online Literature Circle Discussions
5) 1 Literature Circle Reflection
7) 4 Discussion Chats
8) 1 Content Quiz
9) 1 Assessment Collection
10) 1 Final Exam
11) Bell Ringer – participation weekly
12) Course Evaluation (for bonus points)

All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester.

**Section VI. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate
courses taken within the College of Education. 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 College of Education 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.

5 bonus points will be awarded for completion of the course evaluation.

Section VII. Student Ethics and Other Policy Information:

Attendance

Attendance and participation are expected within this course beginning on the first day of the semester and continuing through the end of final exams week. Attendance for this online course includes logging on to the D2L course several (3+) times per week and visiting course content. Participation involves logging in to the course several times per week, completing and submitting all course work (including Bell Ringers, Discussions, Quizzes, and Dropbox assignments), and reading course-related emails and announcements. Please be aware that SFA policy requires attendance/participation reporting; teacher candidates who do not attend and/or do not demonstrate course participation within a given course will be dropped from financial aid for that course. Please refer to the missing work policy within the syllabus for additional information regarding course participation and final course grade. I will check in the D2L

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, 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 accommodations 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

In an online course integrity is of utmost importance. This course is designed to educate you and help you in your understanding of English language learners. In order to learn the material YOU, and YOU alone, should complete the reading, assignments, discussions, quizzes, etc.
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 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 at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

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.

**Acceptable Student Behavior**

Classroom behavior (including online behavior) should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Section VIII. Other Relevant Course Information:**

**Assignment Policy** Students must read all assignments and be prepared to participate in class discussions. All students are expected to complete assignments on or before the due date shown in the course timeline. Late work receives zero (0) points. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but
communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur. Students are also expected to complete in-class assignments.

**Professionalism** — Each candidate is expected to fully participate in the course and to demonstrate professionalism in demeanor and attitude. **Candidates demonstrate professionalism by:**

- Maintaining regular class attendance/avoiding absences, tardies, leaving the room during class;
- logging into D2L frequently to submit work and read course announcements;
- reading the course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL COURSEWORK by the due date and doing so independently (late work does not receive credit);
- participating intelligently in class discussions (e.g., providing evidence of deep thought, mastery of content knowledge, and academic discourse);
- displaying an attitude of respect for classmates and professor;
- ensuring that written work is free of spelling, grammatical, and other errors and adheres to APA format and Standard English;
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit: [http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html](http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html)

**Nondiscrimination**—“No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in, or be denied the benefits of, employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005)

**Work Policies**—

- Late Work— Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.
Students must submit all assignments in the requested format found in the assignments. Refer to Section III of the course syllabus for additional information.

**Failure Clause:**
You can immediately earn an F in this course due to the following reasons:

- Falsifying records pertaining to any aspect of this course, including field experience hours
- Your tutoring, E-mentoring, or mentoring school asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

**Email communication** - When you email me, remember that you are emailing a professor—look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email within 48 hours. If you do not receive an answer in 48 hours (during the week), please re-send the email. I may not check email on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email each day we have class so that you do not miss course information and announcements.

**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 TBA. 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 a state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.
Course Calendar
(*Please note: This calendar is tentative and may change. If due dates, assigned readings, assignments, or other information changes, the instructor will notify students via D2L).

*DCAL= 40 Strategies for Middle and Secondary Classrooms: Developing Content Area Literacy textbook
*DIM= Differentiated Instructional Management textbook

**Modules will be weekly, reading and assignments due by Sunday night. Each module will open on Monday at 8 am. You will be able to see the coursework assignments and their due date, although you will not be able to see the module until that week, please plan accordingly. You will have textbook and article readings due each week, as well as authentic reading comprehension strategies and lesson plans due at the end of the week. You must read through all the readings and the entire module in order to make sense of the assignments. Alternative due dates are the Informal Reading Inventory, Literature Circle Discussions (posts are due Saturday nights, responses are due Sunday nights). Another alternative due date will be Easter break, that modules’ assignments won’t be due until the Monday after Easter.

<table>
<thead>
<tr>
<th>Date</th>
<th>D2L Module</th>
<th>Assigned Readings</th>
<th>Work that is Due/Date</th>
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<tbody>
<tr>
<td></td>
<td>-Informal assessments -Textbook and article readings -Reading Comprehension Strategies/Lesson Plans -Authentic Assignments -Quizzes</td>
<td>DCAL DIM Articles in D2L Access to 4-8 text; textbook of your content, YA novel (can be the one for this class), accessible text.</td>
<td>Due dates are on Sunday evenings at 11:55 pm. If there are circumstances that prevent you from submitting by that time, you will need to advise the instructor. There will be no late work accepted.</td>
</tr>
<tr>
<td>Week 1</td>
<td><strong>Module Intro</strong> Syllabus and Timeline -LiveText -Reading Strategy Assignments -Informal Reading Inventory</td>
<td>What is literacy? Who are the diverse students? Literacy Google Doc Assignment Read through syllabus, calendar</td>
<td>Syllabus Quiz – <strong>Due 1/21</strong> Literacy Google Doc – <strong>Due 1/21</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Module 1</strong> Vocabulary</td>
<td>Read DCAL Section I</td>
<td>#1 Vocabulary Strategy w/template <strong>Due 1/28</strong></td>
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<tr>
<td>Week 3</td>
<td><strong>Module 2</strong> Fluency &amp; Informal Reading Inventories</td>
<td>Read DCAL Section II</td>
<td>#2 Fluency Strategy w/template <strong>Due 2/4</strong></td>
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<tr>
<td>Week 4</td>
<td><strong>Module 3</strong> Comprehension of Narrative Text</td>
<td>Read DCAL Section III</td>
<td>#3 Narrative Strategy w/Template <strong>Due 2/11</strong></td>
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<tr>
<td>Week 5</td>
<td><strong>Module 4</strong> Comprehension of Informative Text</td>
<td>Read DCAL Section IV</td>
<td>#4 Informative Strategy w/Template <strong>Due 2/18</strong></td>
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<tr>
<td>Date</td>
<td>D2L Module</td>
<td>Assigned Readings</td>
<td>Due Dates on Assignments</td>
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<td>Week 6</td>
<td>No Module this week – finish Informal Reading Inventory and take Vocabulary, Fluency, Comp Quiz</td>
<td></td>
<td>-Informal Reading Inventory <strong>Due 2/23</strong>&lt;br&gt;-Quiz Vocabulary, Fluency, Comprehension – <strong>Due 2/25</strong></td>
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<tr>
<td>Week 7</td>
<td><strong>Module 5</strong>&lt;br&gt;Critical Thinking</td>
<td>Read DCAL Section VI</td>
<td>#5 Critical Thinking Strategy w/Template <strong>Due 3/4</strong>&lt;br&gt;*Sign up for Literature Circle Novel – Purchase novel</td>
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</table>
| Week 8 | **Module 6**<br>Writing in the Content | Read DCAL Section VII | #6 Writing Strategy w/Template **Due 3/11**<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>