RDG 415: Language and Literacy III
Section 001

Spring 2018

Instructor Information:

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Office: 201-P  
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Office hours: Tuesday (10:45-11:45), Wednesday (10:45-11:45)  
I am usually in my office at other times and drop ins are welcome if I am available. Friday by appointment only.  
Online hours: Monday (10:45-1:45)  
Credits: 3 hours  
Course Time & Location: Wednesday 12:30-3:00 Room 214

Prerequisites:  
Admitted to Educator Preparation

I. Course Description:  
RDG 415 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner.

Note: This section of RDG 415 has been developed to focus on EC-6 grade levels and the writing content related to those grade levels.

Note: There is ONE LiveText Assignment in this course.

II. Intended Learning Outcomes/Goals/Objectives:  
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

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

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association
for Middle Level Education (AMLE). All content and assignments are aligned to these standards.

RDG 415 is the reading course that focuses mainly on writing instruction and is one of the later reading courses taken.

**Program Learning Outcomes & Student Learning Outcomes:**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1).

- ESL SLO 1.1 Candidates understand content related to all ESL SLOs 1-5 (Texas ESL ST I-VII; TESOL all).
  - ESL SLO 1.1.1 ESL Certification Pre-Test (PPR 1.5k, 1.6k, 1.2s; TS 2Bii, 2Bii, 2Ci; ELAR EC6 1.11k, 8.6k, 8.2s)

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4) Candidates will understand and use the central concepts, tools of inquiry, standards, and research/structures of content to plan and implement curriculum that develops all young students and adolescents’ competence in subject matter (AMLE 2; InTASC 4).

- SLO 2.1 Candidates understand that language is different when considering spoken and written, physical writing of letters is taught, language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings
  - SLO 2.1.1 Assessment – Writing Across the Curriculum (PPR 3.6k, 3.8s; ELAR EC6 8.3k, 8.6s)
  - SLO 2.1.2 Assessment – Writer’s Notebook Resource (PPR 2.10s, 3.8s; ELAR EC6 4.6s, 8.3k, 8.6s)
  - SLO 2.1.3 Assessment – Personal Narrative Paper (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k; TECH 2.6s ISTE 7b)
  - SLO 2.1.4 Assessment – Procedural Writing (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k)

- SLO 2.2 Candidates know and understand the terms syntax and vocabulary, how spelling develops and the relationships among spelling, phonological, graphophonemic knowledge, alphabetic awareness, the importance of this relationship, and the use of writing conventions.
  - SLO 2.2.1 Assessment – Writing Pre-Test (quiz and LiveText assignment) (ELAR EC6 9.7k)
  - SLO 2.2.2 Assessment - Spelling Strategy and Skills Assignment (PPR 1.28s, 1.29s; TS 2Ai, 5Ci, 5Cii, 1Fii, 5Bi, 5Di, 4Aii; ELAR EC6 2.1s, 8.9s, 9.2k, 9.3k, 9.5k, 9.6k, 9.7k, 9.1s, 9.4s, 9.6s, 10.2s; TECH 2.6s, 7.14s ISTE 7b)
  - SLO 2.2.3 Assessment – Conventions (Other than spelling) Assignment (PPR 1.28s, 1.29s; TS 2Ai, 5Ci, 5Cii, 1Fii, 5Bi, 5Di, 4Aii; ELAR EC6 8.1k, 8.7k, 9.1k, 9.4k, 9.5k, 9.7k, 9.1s, 9.4s, 9.6s, 9.8s, 10.2s; TECH 2.6s, 7.14s ISTE 7b)

**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).

- SLO 3.1 Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop) that assists students in developing competence in written communication.
- SLO 3.1.1 Assessment – Reading/Writing Connection (PPR 1.4s, 3.3k, 3.3s, 3.6k, 3.8s; ELAR EC6 4.3k, 4.4k, 4.6s, 4.8s, 8.1s, 8.2s, 8.3k, 8.3s, 8.6s, 8.6s)
- SLO 3.1.2 Assessment – Whole Group Craft Minilesson (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Bi, 3Ci, 3Ai, 1Ai, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s)
- SLO 3.2 Candidates know when to use technology to promote and expand the development of written communication.
  - SLO 3.2.1 Assessment – Technology Integration Assignment (PPR 1.17k, 1.17s; ELAR EC6 8.8k, 8.5s; TECH 7.2k, 7.3k, 7.5s, 7.9s ISTE 1a, 4d, 5a, 5b, 5c)
- SLO 3.3 Candidates know how to establish routines and procedures that promote learning for all during the writing workshop.
  - SLO 3.3.1 Assessment – Writing Workshop Plan (Final) (PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.6s 4.9k; TS C4iii; ELAR EC6 8.8k, 8.5s)
  - SLO 3.3.2 Assessment – Raguet Writing Collaboration (PPR 1.2s, 1.24k, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s 3.16s, 3.19s; TS 1Fi, 1Fii, 2Bi, 2Ci; ELAR EC6 4.11s, 8.1s, 8.4s, 8.9s, 9.2s, 9.3s, 9.8s, 10.2s; TECH 2.6s, 7.14s ISTE 7b)

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).
- SLO 4.1 Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families.
  - SLO 4.1.1 Assessment – Communicating with Families (part of Raguet conferencing component) (PPR 1.28s, 4.2k, 4.3k, 3.19s, 4.3s, 4.4s; TS 2Ai, 5Ci, 5Ci, 1Fi, 1Fi, 4Di, 5Bi, 6Ci; ELAR EC6 8.3s, 9.7s, 10.2s)
  - SLO 4.1.2 Assessment – Raguet Writing Collaboration (PPR 1.2s, 1.24k, 1.29s, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s 3.16s, 3.19s; TS 1Fi, 1Fii, 1Fii, 2Bi, 2Ci; ELAR EC6 4.11s, 8.1s, 8.4s, 8.9k, 8.9s, 8.10s, 9.2s, 9.3s, 9.7s, 9.8s, 10.2s; TECH 2.6s, 7.14s ISTE 7b)
  - ESL SLO 4.2 Candidates know and understand all aspects of the TELPAS formal assessment system for the ESL student.
  - ESL SLO 4.3 Candidates know and understand how listening, speaking, and reading relate to writing development and connect to the performance level descriptors (PLDs) used in the assessment of ELLs and articulate beginning, intermediate, advanced, and advanced high language acquisition levels relating to instructional strategies.
  - ESL SLO 4.4 Candidates use the Texas holistic process to assess writing using the PDL rubrics (ESL SLO 4.2 related; Texas ESL ST VI; TESOL 4c).
    - ESL SLO 4.2.1/4.3.1/4.4.1 Assessment – TELPAS Quiz (PPR 1.6k; TS 2Bi; ELAR EC6 8.6k, 8.2s; ESL SLO 4.1; ESL Texas ST 6; TESOL 4c; TECH 7.14s ISTE 7b)
  - ESL SLO 4.5 Candidates understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate instruction
    - ESL SLO 4.5.1 – Whole Group Craft Minilesson (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Bi, 3Ci, 3Ai, 1Ai, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s)

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5; InTASC 9, 10).
SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development.

SLO 5.1.1 Assessment – Communicating with Families (part of Raguet conferencing component) (PPR 1.28s, 4.2k, 4.3k, 3.19s, 4.3s, 4.4s; TS 2Ai, 5Ci, 5Cii, 1Fi, 1Fi, 4Div, 5Bi, 6Ci; ELAR EC6 8.3s, 9.7s, 10.2s)

SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction.

SLO 5.2.1 Assessment – Writing Workshop Plan (Final) (PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.6s 4.9k; TS C4 iii; ELAR EC6 8.8k, 8.5s)

SLO 5.2.2 Assessment – Daily Class Participation/Preparedness (PPR 3.3k, 3.3s, 4.9k; EC6 ELAR 1.11k, 8.1k, 8.2s, 8.3k, 8.5k, 8.6k, 8.7k, 8.9s, 9.4k, 9.8s)

Class discussions and completion of BEFORE NEXT CLASS assignments and in class assignments.

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

DROPBOXES – (84 pts.)
- Procedural Writing (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k) (12 pts.)
- Personal Narrative Paper (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k; TECH 2.6s ISTE 7b) (12 pts.)
  You will create a personal narrative that shows the steps in the writing process and that you can participate in self-assessment.
- Spelling Strategy and Skills Assignment (PPR 1.28s, 1.29s; TS 2Ai, 5Ci, 5Cii, 1Fi, 5Bi, 5Di, 4Ai; ELAR EC6 2.1s, 8.9s, 9.2k, 9.3k, 9.5k, 9.6k, 9.7k, 9.8s, 9.9s, 10.2s; TECH 2.6s, 7.14s ISTE 7b) (10 pts.)
  You will analyze a student writing sample, list characteristics of spelling strategies student demonstrates, determine the stage of spelling, skills to be taught, provide a target focus for a future lesson, and provide instructional ideas to teach the target focus.
- Conventions (Other than spelling) Assignment (PPR 1.28s, 1.29s; TS 2Ai, 5Ci, 5Cii, 1Fi, 5Bi, 5Di, 4Ai; ELAR EC6 8.1k, 8.7k, 9.1k, 9.4k, 9.5k, 9.7k, 9.8s, 9.9s, 10.2s; TECH 2.6s, 7.14s ISTE 7b) (10 pts.)
  You will analyze a student writing sample, determine convention errors other than spelling, provide a target focus for a future lesson, and provide a short teacher-created mentor text to provide model/guided practice on how you would correct the same type of errors in your own writing.
- Whole Group Craft Minilesson (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Bi, 3Ci, 3Ai, 1Ai, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s) (10 pts.)
  You will create a whole group craft mini lesson based on the planning format shown in this course for the grade level of your choice.
- Technology Integration Assignment (PPR 1.17k, 1.17s; ELAR EC6 8.8k, 8.5s; TECH 7.2k, 7.3k, 7.5s, 7.9s ISTE 1a, 4d, 5a, 5b, 5c) (10pts.)
  You will research and present technology resources that are age appropriate and help facilitate instruction throughout the writing process.
- Writing Workshop Plan (FINAL) (PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.6s 4.9k; TSC 4ii; ELAR EC6 8.8k, 8.5s) (10 pts.)
  This assignment is your FINAL. At the completion of the semester, you develop your own plan for your future classroom including classroom routines and procedures you will implement to promote a successful writing workshop. Finally, you will reflect on how you will collaborate with others, including other professionals and families, and how those collaborations help your future students as writers and help you grow professionally.
- Communicating with Families (part of Raguet conferencing component) (PPR 1.28s, 4.2k, 4.3k, 3.19s, 4.3s, 4.4s; TS 2Ai, 5Ci, 5Cii, 1Fi, 1Fi, 4Div, 5Bi, 6Ci; ELAR EC6 8.3s, 9.7s, 10.2s) (10 pts.)
During the Raguet Writing Collaboration, you will conference with students about their writing. You will use a writing sample from one of the students to create text for an email to communicate the writing performance of this student to the family of the student.

**QUIZZES** – (10 pts.)
- **ESL Certification Pre-Test** *(PPR 1.5k, 1.6k, 1.2s; TS 2Biii, 2Bii, 2Ciii; ELAR EC6 1.11k, 8.6k, 8.2s) (3 pts.)*
  Many teacher candidates choose to pursue an ESL Certification. There are different resources to help you prepare for the ESL Certification test. You will have an opportunity to complete one of those pre-tests in class.
- **Writing Pre-Test (quiz and LiveText assignment)** *(ELAR EC6 9.7k) (2 pts.)*
  You will complete a quiz to test your current skills in grammar/spelling.
- **TELPAS Quiz** *(PPR 1.6k; TS 2Bii; ELAR EC6 8.6k, 8.2s; ESL SLO 4.1; ESL Texas ST 6; TESOL 4c; TECH 7.14s ISTE 7b) (5 pts.)*
  After reviewing how English Language Learners are tested and their writing samples are evaluated, you will complete a quiz to test your knowledge of what you learned.

**SUBMIT HARDCOPY** – (30 pts.)
- **Writing Across the Curriculum** *(PPR 3.6k, 3.8s; ELAR EC6 8.3k, 8.6s) (10 pts.)*
  You will select a content area and prepare ways to integrate writing to support both essential skills in writing and the selected content area.
- **Writer’s Notebook Resource** *(PPR 2.10s, 3.8s; ELAR EC6 4.6s, 8.3s, 8.6s) (10 pts.)*
  You will create examples of writing entries and collect information on writing to prepare a resource for future use.
- **Reading/Writing Connection** *(PPR 1.4s, 3.3k, 3.3s, 3.6k, 3.8s; ELAR EC6 4.3k, 4.4k, 4.6s, 4.8s, 8.1s, 8.2s, 8.3k, 8.3s, 8.6s) (10 pts.)*
  You will select a piece of children’s literature (fiction) and plan a writing connection for students to do after the reading of the book. You will prepare a teacher-created mentor text to use as an example of a possible modeled text of the writing connection.

**PROFESSIONALISM/CLASS PARTICIPATION** – (46 pts.)
- **Raguet Writing Collaboration** *(PPR 1.2s, 1.24k, 3.3k, 3.3s, 3.4s, 3.6k, 3.14k, 3.15s 3.16s, 3.19s; TS 1Fi, 1Fii, 2Bii, 2Ciii; ELAR EC6 4.11s, 8.1s, 8.4s, 8.9s, 9.2s, 9.3s, 9.8s, 10.2s; TECH 2.6s, 7.14s ISTE 7b) (16 pts.)*
  You will have an opportunity to work with students and apply what you are learning about writing. Some of the activities you will participate in will include, but are not limited to; conferencing with students about their writing, implementing reading/writing connections, and guiding students through the writing process. You will complete a written conference form with students during each visit to Raguet. (You unfortunately cannot make-up this time, therefore if you are absent there is a deduction in points since you cannot complete the conference form and any other related activities for that day.)
- **Daily Class Participation/Preparedness** *(PPR 3.3k, 3.3s, 4.9k; EC6 ELAR 1.11k, 4.3k, 4.4k, 4.8s, 4.11s, 8.1k, 8.2s, 8.3k, 8.5k, 8.6k, 8.7k, 8.9s, 9.4k, 9.8s) (30 pts.)*
  This grade is based on class discussions and completion of BEFORE NEXT CLASS assignments and in class assignments related, but not limited, to topics including literacy development, student literature, author’s purpose, stages of writing development, the writing process, assessment, and the relationship between oral and written language. (Points will be deducted for the BEFORE NEXT CLASS assignments and in class assignments for those who have unexcused absences. There is no make-up for points for unexcused absences.)

It is important that you come to class prepared and actively participate throughout our time together. You may have required readings to complete prior to some of our class sessions and at times, you will be asked to bring items to use for assignments related to class participation.
I ask that you respect the time of others in the class, turn off your cellphones, and leave the room if you need to use them for personal reasons. If cellphones or other devices are used during class for personal reasons, points will be deducted, therefore, please excuse yourself from class if there is an emergency that cannot wait until break for you to call/reply.

In addition, any points deducted for attendance issues will occur in this grade section. There are 15 weeks this semester and we only meet one day per week, therefore, after the second unexcused absence, the third unexcused absence will result in a letter grade reduction for the final grade (ex. Final grade is 83, due to 3rd unexcused absence the new final grade is 73). See absence policy for more information.

TOTAL: 170 points

Technology – Although this is not an online course, this class requires the use of D2L. You will navigate web sites and video links. Additionally, you may use Word and PowerPoint for your assignments. You are encouraged to use all the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

There is a total of 170 points for this course. Extra credit assignments are not an option for this course.

A = 153 - 170 points
B = 136 - 152 points
C = 119 – 135 points
F < 119 points

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415.

There is ONE LiveText assignment in this class (Writing Skills Pre-Test and the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the score on the Writing Skills Pre-test uploaded into LiveText). Failure to submit the assignment to LiveText may result in a grade reduction for the final semester grade.

See section III, Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment.

Rubrics for Grading Assignments: Rubrics for assignments in this course are reviewed in class prior to each assignment. It is recommended that you review each rubric prior to completing and submitting any assignment so you are clear on how you will be graded for that assignment. After reviewing each rubric, you can access them on the d2L course by clicking on the OTHER RESOURCES tab and selecting RUBRICS. Preview the appropriate rubric for the assignment you are working on to see the criteria for how the assignment will be graded.

Work Policy:

All assignments and LiveText submissions are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. It is at the discretion of the professor to accept the late assignment; however, “technical difficulties” will not be considered a legitimate excuse. An automatic 20% grade deduction will result for any late assignment received within 7 days after the due date. No credit will be given to late assignments.
submitted a week after the due date. ALL assignments must be attempted to pass this course. The professor reserves the right to lower the final grade by one letter if assignments are not attempted. The professor reserves the right to lower the grade by one letter if assignments are consistently submitted late. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the student marked "Unacceptable" and a zero assigned.

attendace Policy:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Students must provide appropriate documentation for excused absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7). No make-up work will be accepted during Finals Week.

Absences/Tardiness Grading Policy

- **Excused absences** will not result in loss of points for the daily participation/preparedness grade. Excused absences must have documentation. Calling in “sick” is not considered documentation.
- **After the 2nd unexcused absence**, any additional unexcused absences will automatically cause a letter grade reduction for the final grade. To avoid unexcused absences, documentation should be provided as soon as the candidate returns to class. Documentation will not be accepted more than a week after the absence.
- Leaving class early will count as an unexcused absence.
- After the first initial tardy and/or leaving class early (without valid documentation), points will be deducted from the professionalism points. A tardy is defined as any time after the official start time of class. Leaving class early or any tardy that results in the candidate missing more than a few minutes of the class will count as an unexcused absence.
- Extra credit assignments are not available for making up points for absences.

V. Tentative Course Outline/Calendar:

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. Please remember that this is a tentative course calendar and is subject to change based on the needs of our class and our time spent outside of the class at Raguet. You will be notified in advance if there are changes to the course calendar.

VI. Required Text and Other Required Materials:

1. LIVETEXT - This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of education. Students
who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

**LiveText Assignment in RDG 415: Writing Skills Pre-Test and Upload the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the Pre-Test score into LiveText.**

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


3. All other required reading located in the content modules of the course or provided in class. *(Required)*

4. T-Cert ESL Test Preparation; $30.00 fee for 60-day access *(Optional)*

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

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In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**
Class Attendance and Excused Absence: (Policy 6.7):

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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 (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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

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**Withheld Grades Semester Grades (Policy 5.5):**

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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**Student Code of Conduct (Policy 10.4):**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

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**Acceptable Student Behavior:**

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

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**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 _________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Martin at 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information

<table>
<thead>
<tr>
<th>The State of Texas Elementary Education TExES Preparation Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).</td>
</tr>
</tbody>
</table>

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.
### RDG 415 Tentative Course Calendar of Assignments

*This is a tentative timeline and subject to change based on the instructional needs of the class.*

<table>
<thead>
<tr>
<th>WEEK &amp; DATE (Mon-Sun)</th>
<th>PREPARATION BEFORE CLASS</th>
<th>WEEKLY CLASS FOCUS (Additional topics are addressed each week as needed.)</th>
<th>RAGUET FOCUS</th>
<th>D2L SUBMISSIONS / ASSIGNMENT DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will begin class in Room 214 each week and walk over to Raguet on designated weeks.</td>
<td>1) Required Reading Prior to Class 2) BNC Assignments DUE (sometimes located in the required reading) 3) HC (hard copy) submission DUE that week in class</td>
<td>As you work with your students and discover their individual needs, you will provide specific areas of focus to help your students’ progress in writing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **WEEK 1**  
Jan. 15-21 | Syllabus and Timeline  
Introduction to Writing Workshop  
The Written Language | **D2L (Quiz) Submission and LiveText due Sunday 21st**  
*Writing Pre-Test* |  |
| **WEEK 2**  
Jan. 22-28 | The Writer’s Notebook Module  
Models of Writing Module | Mentor Texts  
Reading/ Writing Connections  
Different Ways to Teach/ Support Writing |  |
| **WEEK 3**  
Jan. 29-Feb.4 | Writing as a Process Module  
Introduction to Genres of Writing Module (Procedural Writing Section) | The Writing Process  
Genres of Writing  
Begin Procedural Writing Piece |  |
| **WEEK 4**  
Feb. 5-11 | Stages of Writing Development Module  
**HC Submission**  
Reading/ Writing Connection | Present Reading/ Writing Connections  
Understanding how students develop their writing skills including handwriting |  |
| **WEEK 5**  
Feb. 12-18 | Assessment and Conferencing Module | Different Types of Assessment (Teacher, Peer, Self)  
Conferencing Methods |  |

(Be sure to note at the end of each class the reminder provided in the PPT for assignments to complete prior to the next week. Remember, this is a tentative timeline and additional reading and BNC assignments may be added as needed.)
<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Preparing to Teach Writing Module (Craft Mini Lesson Section)</th>
<th>12:30-12:50 - Writing Stations</th>
<th>Beginning this week, we will go to Raguet to work with students in writing from 1:00-1:45 unless noted otherwise. You will complete a conferencing form each week as a result of working with your students.</th>
<th>D2L Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 19-25</td>
<td>Goals and Objectives Module</td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
<td><strong>FOCUS:</strong> Management Mini Lesson – Writing Workshop Expectations AND Present Reading/Writing Connections</td>
<td>• Procedural Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>Assessment and Conferencing Module (Communicating with Families Sections)</th>
<th>12:30-12:50 - Writing Stations</th>
<th><strong>FOCUS:</strong> Begin Procedural writing piece with your students – Prewriting and Draft</th>
<th>D2L Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 26-Mar.4</td>
<td>Spelling and Conventions Module (Focus on Spelling)</td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
<td></td>
<td>• Communicating with Families (part of Raguet conferencing component)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>Spelling and Conventions Module (Focus on Conventions)</th>
<th>12:30-12:50 - Writing Stations</th>
<th><strong>FOCUS:</strong> Continue Procedural writing piece with your students – moving to revising and editing</th>
<th>D2L Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar.5-11</td>
<td></td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
<td></td>
<td>• Communicating with Families (part of Raguet conferencing component)</td>
</tr>
</tbody>
</table>

| SPRING BREAK – March 12-18 |

<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>Introduction to Genres of Writing (Writing Across the Curriculum Section)</th>
<th>12:30-12:50 - Writing Stations</th>
<th><strong>FOCUS:</strong> Finalize Procedural writing piece with your students – publishing</th>
<th>D2L Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar.19-25</td>
<td></td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
<td></td>
<td>• Spelling Strategy and Skills Assignment</td>
</tr>
</tbody>
</table>

<p>|                                                                 |                                                                 |                                                                                   | • Conventions (other than spelling) Assignment |</p>
<table>
<thead>
<tr>
<th>WEEK 10</th>
<th>Mar.26-Apr.1</th>
<th>Online and Scheduled Conference Groups</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• ESL Writing Assessment Module</td>
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<tr>
<td></td>
<td></td>
<td>• ESL Test Preparation Module</td>
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<tr>
<td></td>
<td></td>
<td>No Raguet this week due to Easter Break</td>
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<tr>
<td></td>
<td></td>
<td>Scheduled Conference Groups and Online Assignment</td>
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<td></td>
<td></td>
<td>D2L (Quiz) Submission</td>
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<tr>
<td></td>
<td></td>
<td>• TELPAS Quiz</td>
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</table>

<table>
<thead>
<tr>
<th>WEEK 11</th>
<th>Apr. 2-8</th>
<th>Introduction to Genres of Writing Module (Narrative Writing Section)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>12:30-12:50 - Writing Stations</td>
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<tr>
<td></td>
<td></td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
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<tr>
<td></td>
<td></td>
<td>FOCUS: Begin Fictional writing piece – Prewriting mini lessons.</td>
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<td></td>
<td></td>
<td>D2L Submission</td>
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<td></td>
<td></td>
<td>• Whole Group Craft Minilesson</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>Apr. 9-15</th>
<th>HC Submission – Writer’s Notebook</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>HC Submission - Writing Across the Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Raguet this week due to STAAR testing. The 2nd graders will continue to collect prewriting this week and begin small story moments.</td>
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<tr>
<td></td>
<td></td>
<td>Tentative Writing Across Curriculum Presentations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 13</th>
<th>Apr. 16-22</th>
<th>Preparing to Teach Writing Module (Technology Integration Section)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12:30-12:50 - Writing Stations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FOCUS: Continue Fictional writing piece – Draft (taking a small moment of writing and developing into a larger piece) and Revision (adding detail/story elements)</td>
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<tr>
<td></td>
<td></td>
<td>D2L Submission</td>
</tr>
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<td></td>
<td></td>
<td>• Technology Integration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 14</th>
<th>Apr. 23-29</th>
<th>12:30-12:50 - Writing Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FOCUS: Finalize Fictional writing piece – Edit and Publish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2L Submission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology Integration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 15</th>
<th>Apr. 30-May 6</th>
<th>Preparing to Teach Writing Module (Writing Workshop Plan Section)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12:30-12:50 - Writing Stations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:00-3:00 – Class Mini Lesson on Related Topic for the Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FOCUS: Author’s Celebration AND writing assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2L Submission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal Narrative</td>
</tr>
<tr>
<td>WEEK 16</td>
<td>Week</td>
<td>D2L Submission = DUE Tuesday, May 8</td>
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<tr>
<td>May 7-12</td>
<td>You had an opportunity to ask questions about the final in class. As a reminder, the directions for your final assignment are located in d2L.</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td>• Writing Workshop Plan (FINAL)</td>
</tr>
</tbody>
</table>