II. **Course Description:**

A survey of reading models, methods, and instructional practices. Preservice teachers will be exposed to various components of reading and related theories, the TEKS System, dual language processes, equitable classroom learning environments, assessments, professional responsibilities, and technology integration.

**Pre-Requisites:** Sophomore status required.

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

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

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

During face-to-face classes, candidates involve with interactive lectures, small group and whole class discussions, as well as, presentations. To prepare for in-class participation, preservice teachers are required to spend a minimum of 3 hours outside of class reading course modules and completing related exams. Additionally, candidates in face-to-face
classes utilize outside of class time for researching and developing lesson plans, creating materials for lesson plan presentations, collaborating with team members on group assignments that involve Twitter discussions and writing two papers using APA format. **Note:** There are course fees for the face-to-face version of RDG 318 in the amount of $5.00. There are no course fees for the online version of this course.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1a, b, d, e, h, j; AMLE 1; PPR EC6 & 4/8 1.1k, 1s, 2k, 2s, 3k, 3s; TS EC6 & 4/8 1Bi, 2Bii, 2Ci, 2Cii, 1Ci; T1.1s (ISTE 5b, 5c, 6d)).

SLO 1.1 Candidates will analyze constructivist models of reading

- SLO 1.1 Assessment - Week 3/Exam 2 Theories (PPR EC6 & 4/8 1.1k, 1s, 2k, 2s, 3k, 3s; TS EC6 & 4/8 1Bi, 2Bii, 2Ci, 2Cii, 1Ci; T1.1s (ISTE 5b, 5c, 6d)).

SLO 1.2 – Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, the Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (TESOL 2); (PPR EC-6 & 4/6 1.6k; ELAR EC-6 & 4/8 1.2k; ELAR EC-6 7.23k)

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

SLO 1.3 Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (ELAR EC-6 4.7k, 7s, 7.9k, 12k, 7s, 14s & 4/8 4.7k)

- SLO 1.3.1 Assessment- Week 3/Exam 2 Theories (ELAR EC-6 4.7k, 7.9k, 12k, & 4/8 4.7k)

- SLO 1.3.2 Assessment- Guided Reading Lesson Plan (ELAR EC-6 4.7s, 7.7s, 14s; TS 1E & 2Aii)

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

- SLO 1.4- Assessment Creative Visual chart of definitions and application to education (TESOL 3a, 3b, 3c; PPR EC-6 & 4/6 1.6k; ELAR EC-6 & 4/8 1.2k; ELAR EC-6 7.23k; TS EC6 2Bii; T2.2s (ISTE 1b, 2a, 4a); T2.4s (4c)).

SLO 1.5 - Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1Aii, 1Bii, 3Ai & 4/8 1Aii, 1Bii, 1Di, 2Bii, 3Ai, 3Aii, 3Ci; T3.1s (ISTE 3b); T3.2s (ISTE 3b))

- SLO 1.5 Assessments- Mini lessons, Guided Reading Lessons, workshop lesson (PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1Aii, 1Bii, 3Ai & 4/8 1Aii, 1Bii, 1Di, 2Bii, 3A(i), 3Aii, 3Ci); [T3.1s (3b); T3.2s (ISTE 3b, 5c, 6D)].
SLO 1.6- Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. (PPR EC6 & 4/8 1.22k, 1.20s; ELAR EC-6 1.8k, 11s & 4/8 1.10k; [T1.1s (ISTE 5b, 5c, 6d)].

- SLO 1.6 Assessments- **Technologist Discussion Visuals** (PPR EC6 & 4/8 1.22k, 1.20s; ELAR EC-6 1.8k, 11s & 4/8 1.10k; [T1.1s (ISTE 5b, 5c, 6d)].

SLO 1.7- Candidates understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. (ELAR EC-6 & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 1.1s, 13s; ELAR EC6 1.5s; ELAR 4/8 11k, 1.3s, 7s, 4s, 6s, 10s, 11s)

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

SLO 1.8- Candidates understand that literacy develops over time and progresses from emergent to proficient stages. (ELAR EC-6 4.3k, 4.7k, 4.8k, 4.7s, 4.9s, 4.12s, 7.12k, 6s, 13s, 14s & 4/8 2.5k, 2.10k, 2.3s, 2.11s)

- SLO 1.8.1 Assessment- **Mini lessons** (ELAR EC-6 4.7s, 4.9s, 4.12s, 6s, 13s, 14s & 4/8 2.3s, 2.11s)
- SLO 1.8.2 Assessment- **Guided Reading Lessons** (ELAR EC-6 4.7s, 4.9s, 4.12s, 6s, 13s, 14s & 4/8 2.3s, 2.11s)
- SLO 1.8.3 Assessment- **Week 12/Exam 6** (ELAR EC-6 4.3k, 4.7k, 4.8k, 7.12k, & 4/8 2.5k, 2.10k)

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

- SLO 1.9.1 Assessment- **Technologist Discussion Visuals** (PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s; ISTE 3b); T3.2s (ISTE 3b).
- SLO 1.9.2 Assessment- **Week 2/Exam 1** (PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s)

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

- SLO 1.10 Assessments- **Technologist Discussion Visuals** (PPR EC6 & 4/8 2.1k, 2k, 3k, 10k, 5s; T3.2s (ISTE 3b))

SLO 1.11- Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. (PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k)

- SLO 1.11 Assessments- **Dynamic Communicator Flyers** (PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k; [T1.1s (ISTE 5b, 5c, 6d; TS 5Bii)].

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8).

SLO 2.1 Candidates will research and report evidence and research-based principles that support readers’ development within a balanced literacy curriculum framework, and these principles will include position statements from the International Reading Association (IRA), the National Council for Teachers of English (NCTE), the Literacy Research
Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL) (ELAR 4/8 5.7k 3.11s; TS EC6 3Aiii [6.7s (ISTE 2c)]; (InTASC 4d, i, m, n, o, r; InTASC 5b, c, d, h, i, j, l, m, q, s; 6a, e, f, g, h, r, u; InTASC 7a, b, g, j, n, p, q).

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

SLO 2.2 - Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k) (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s, 14s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s; TAC EC6 228.30)

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

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

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

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

SLO 2.3.2 Assessment - Twitter Expert Visuals (ELAR EC6 12.2k, 4k, 5k; [T6.7s (ISTE 2c); T2.4s, 7.1k (ISTE 5b)]).

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

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

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

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

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

SLO 3.1.1 Assessment - Week 11/Exam 6 (ELAR EC6 4.7s, 7.9k, 12k, 7s, 13s, 14s & 4/8 4.7k, 12s; InTASC 2a, b, d, e, f, g, h, i, j, k, m, n, o, q; InTASC 3a, b, c, d, e, g, l, j, k, n, o; InTASC 5c, l, o, q, r, s; InTASC 7g; InTASC 8a, j, k, l, p)

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

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

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

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

SLO 3.3 Candidates will learn the characteristics of a Reading Workshop environment within
a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed) (PPR EC6 1.2k, 6k, 7k, 10k, 12k, 13k, 14k, 19k, 22k, 7.9s & 4/8 1.2k, 1.6k, 7k, 10k, 12k, 13k, 14k, 19k, 22k, 2.3s, 4.12s; ELAR EC6 4.7s, 7.9k, 7s & 4/8 2.10k, 4.7k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 3.3.1 Assessment- **Week 5 Technologist Multicultural Visuals** (PPR EC6 1.2k, 6k, 7k, 10k, 12k, 13k, 14k, 19k, 22k, 7.9s & 4/8 1.2k, 2.3s, 4.12s; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 3.3.2 Assessment- **Week 10 Technologist Cultural Books Activity** (ELAR EC6 & 4/8 2.1k; [T6.7s (ISTE 2c); T7.1k (ISTE 5b)].

- SLO 3.3.3 Assessment- **Week 10 Workshop Lesson** (PPR EC6 & 4/8 1.6k, 7k, 10k, 12k, 13k, 14k, 19k, 22k)

- SLO 3.3.4 Assessment- **Week 10/Exam 5** (ELAR EC6 4.7s, 7.9k, 7s & 4/8 2.10k, 4.7k)

**SLO 3.4** - Candidates will know the factors that contribute to multicultural environments including intercultural communication, intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (TESOL 2) (PPR EC6 2.1k, 2k, 3k, 4k, 6k, 16k, 19k, 22k, 2.1s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; TS EC6 1Di; TS EC6 & 4/8 4Ai, 4Aii, 4Aiii, 4Bi, 4Bii, 4Biii [T7.1k (ISTE 5b)].

- SLO 3.4.1 Assessment- **Week 5 Multicultural Mini Lesson** (PPR EC6 2.1k, 2k, 22k, 1s, 2s, 3s, 19s; PPR EC6 7.9s & 4/8 12s; TS EC6 & 4/8 1Diii, 4Ai, 4Aii, 4Aiii, 4Bii [T7.1k (ISTE 5b)].

- SLO 3.4.2 Assessment- **Week 5 Technologist Multicultural Visuals** (PPR EC6 & 4/8 2.1k, 2k 1s, 2s, 3s, 19s; [T7.1k (ISTE 5b)].

- SLO 3.4.3 Assessment- **Week 5 Dynamic Communicator Anchor chart Visual** (PPR EC6 & 4/8 2.3k, 16k, 19k; TS EC6 & 4/8 4Bi, 4Biii [T7.1k (ISTE 5b)].

- SLO 3.4.4 Assessment- **Week 5/Exam 3** (PPR EC6 2.4k, 6k & 4/8 2.4k, 6k, 8k)

**PLO 4** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8).

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

  - SLO 4.1.1 Assessment- **ELL Assessment Position Paper** (PPR EC6 & 4/8 1.25k, 27k, TS 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k, 2.1s & 4/8 1.11k, 1.1s, 8.2k)

  - SLO 4.1.2 Assessment- **Week 6/Exam 4** (PPR EC6 & 4/8 1.25k, 27k, TS 5Ai, 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 10.2k & 4/8 1.11k, 8.2k)

- SLO 4.2 Candidate will examine current language assessment tools including ACTFL Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA) and Comprehensive English Language Learning Assessment (CALLA)
(PPR EC6 & 4/8 1.25k, 27k, TS 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k & 4/8 1.11k, 1.1s, 8.2k; TESOL 4c)
  o SLO 4.2.1 Assessment- **ELL Assessment Position Paper** (PPR EC6 & 4/8 1.25k, 27k, TS 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 4.9k, 10.2k & 4/8 1.11k, 1.1s, 8.2k)
SLO 4.2.2 Assessment- Week 6/Exam 4 (PPR EC6 & 4/8 1.25k, 27k, TS 5Aii [T3.1s (3b); T3.2s (ISTE 3b)]; ELAR EC6 1.9k, 10.2k & 4/8 1.11k, 8.2k)

**PLO 5** Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10; AMLE 5; InTASC 9, 10).
SLO 5.1 – Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL ST VII; TESOL 5a, 5b; PPR EC6 1.11k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.11s, 2.13s, 3.11s, 4.19s)
  o SLO 5.1.1 Assessment - **Week 6/Exam 4** (PPR EC6 & 4/8 1.11k)
  o SLO 5.1.2 Assessment- Dynamic Communicator Parent Flyer (PPR EC6 & 4/8 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; InTASC 9a, b, j, n, o; InTASC 10g, j, m, o, r)

SLO 5.2 Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (ELAR EC6 4.13s, 20s; EC6 & 4/8 5.7k; ELAR 4/8 3.11s; TS EC6 3Aiii; [T7.1k (ISTE 5b)].)
  o SLO 5.2.1 Assessment- **Twitter Expert** (ELAR 4/8- 4.13s, 20s; TS EC6 3Aiii & 6Aiii; [T7.1k (ISTE 5b)].
  o SLO 5.2.2 Assessment- **Researcher Articles** (ELAR 4/8 4.20s; [T7.1k (ISTE 5b)].

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

**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.

RDG 318/2019 EB Gound
7 of 17
Dropbox / Discussions / Quizzes to Complete -

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

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

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

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

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

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

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

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

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

- Professionalism You are expected to show initiative and to actively participate in all classroom discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity.
expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional.

IV. Evaluation and Assessments (Grading):
Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
<th>Due Dates by 11:30PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropbox and Discussions</td>
<td>52 points (52%)</td>
<td></td>
</tr>
<tr>
<td>Quiz &amp; Exams</td>
<td>48 points (48%)</td>
<td></td>
</tr>
<tr>
<td>Discussion 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discussion 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discussion 7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discussion 9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussion 15</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam 7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ELL Assessment Position Paper</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ELL Concept Paper</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points possible</strong></td>
<td><strong>100 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

A 90 – 100%
B 80 – 89%
C 70 – 79%
F 69 and below

V. Tentative Course Outline/Calendar:
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Focus &amp; Discussion Role Responsibilities</th>
<th>Assignments Strategies for Teaching English Learners (STEL) Becoming a Language Teacher (BLT)</th>
<th>DUE by 11:30 PM</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1    | Introductory Materials & Mini Lesson Instructions | Required Readings:  
- Before Class Begins Module  
- Week 1 Module (All sections including syllabus & timeline)  
- Discussion 1- Introduction  
- Quiz over Week 1 Information | Discussion 1 due: Aug 28  
Quiz due: Sept 1 | 1  
1  
3 |
| 2    | Technology for Teachers & Twitter & Discussion Roles | Required Readings:  
- All sections of Week 2 modules.  
- **Article**: Digital Natives, Digital Immigrants  
- **Article**: Learning with E-Readers in the Classroom | Discussion 2 due: Sept 4  
Exam 1 due: Sept 8 | 1.5  
1.5  
5 |
| 3    | Reading and Learning Theories | Required Reading:  
- All sections of Week 3 modules.  
- **Article**: Looking Back, Looking Forward  
- Chapter 2: Becoming a Language Teacher, pp. 25-42 &  
- Chapter 3: Strategies for Teaching English Learners, pp. 41-42 | Discussion 3 due: Sept 11  
Exam 2 due: Sept 15 | 1.5  
1.5  
5 |
| 4    | Planning & Instruction (TEKS System & Professional Organizations) | Required Readings:  
- All sections of Week 4 module.  
- **Article**: Collaborating for Success…  
- ILA Position Statements  
- LRA Position Statements  
- NCTE Position Statements  
- TESOL Position Statements | Discussion 4 due: Sept 18  
Review for Exam 3 | 1.5  
1.5  
0 |
| 5    | Diversity (Equitable Classroom Environments, Anchor Charts, Morning Meeting, Room for Beliefs) | Required Reading:  
- All sections of Week 5 module.  
- **Article**: A Closer Look at Anchor Charts  
**Article**: Room for Beliefs…  
- **Article**: Systems to Transform your Classroom  
- STEL Book: pp. 367-374  
- View All videos | Discussion 5 due: Sept 28  
Exam 3 due: | 1.5  
1.5  
5 |
| 6    | Assessment & ELLs | Required Readings:  
- Read All sections of Week 6 modules.  
- Read BLT, Chapter 9, pp. 209-225  
- Dropbox ELL Assessment Position Paper  
- View TEA Accountability Video | Discussion 6 due: Oct 2  
Dropbox: Position Paper due:  
Review for Exam 4 | 1  
1  
5  
0 |
| 7    | Professional Responsibilities | Required Readings:  
- Read All sections of Week 7 modules.  
- **Access & Review** http://tea.texas.gov/  
- **Access & Review** http://tea.texas.gov/About_TEA/Leadership/State_Board_for_E | Discussion 7 due: Oct 9  
Exam 4 due: | 1.5  
1.5  
5 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Discussion Due</th>
<th>DropBox Due</th>
<th>Review Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Dual Language Processes</td>
<td>Required Readings: • All sections of Week 8 modules • STEL Textbook/Chapter 12, pp. 307-326 • Research Sources/Use Websites from Week 7</td>
<td>Discussion 8 due: Oct 16</td>
<td>Dropbox: ELL Concept Paper due:</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Oral Language Development</td>
<td>Required Readings: • All sections of Week 9 modules</td>
<td>Discussion 9 due: Oct 23</td>
<td>Review for Exam 5</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Reading Workshop, Reading Zone, &amp; Book Boxes</td>
<td>Required Readings: • All sections of Week 10 modules • Article: Reading Workshop, What does it Look Like? • Article: Paying Attention- An Intro to Slow Reading • Article: Rethinking the Book Box • Article: Workshop to Inspire Lifelong Learners</td>
<td>Discussion 10 due: Oct 30</td>
<td>Exam 5 due:</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Text Complexity &amp; Types of Texts</td>
<td>Required Readings: • All sections of Week 11 modules • Article: Text Complexity is the New Black • Article: Reread Learning with E-Readers… • Fry's Readability Instructions • Microsoft Word Readability Instructions</td>
<td>Discussion 11 due: Nov 6</td>
<td>Review for Exam 6</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Literacy Development &amp; Foundations</td>
<td>Required Readings: • All sections of Week 12 modules</td>
<td>Discussion 12 due: Nov 13</td>
<td>Exam 6 due:</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Word Analysis</td>
<td>Required Readings: • All sections of Week 13 modules</td>
<td>Discussion 13 due: Nov 20</td>
<td>Review for Exam 7</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Fluency</td>
<td>Required Readings: • All sections of Week 14 modules</td>
<td>Discussion 14 due: Dec 4</td>
<td>Course Evaluation due:</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Comprehension</td>
<td>Required Readings:</td>
<td>Discussion 15 due:</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**NOTE:** Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


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

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


*Using multiple methods of beginning reading instruction.* Retrieved from


Recommended Readings


LiveText/Watermark Statement:

This course does NOT have a LiveText assessment at this time. However, as you progress through EC6 or 4/8 coursework, you will use the LiveText/Watermark 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/Watermark 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/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
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 (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 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 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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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).

---

**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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

---

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**Twitter Expectations:**

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

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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/). 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: