I. Course Description

An examination of literacy instructional practices that support, engage, and nurture readers across the learning continuum. There is one Live Text assignment related to accountability and accreditation.

PRE-REQUISITES: Admitted to Teacher Education; enrolled in Field Experience 1

RDG 322 Language and Literacy II is a 3-credit hour course delivered in both face-to-face and online formats. A 3-credit hour course requires student engagement in and out of class.

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, candidates 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, and completing online CITI program research modules. Group assignments involve Twitter discussions, writing literature discussion and STAAR Compare/Contrast papers. Further, candidates are required to take the 4th and 7th grade STAAR release tests. Candidates must familiarize themselves with the workshop lesson presentation rubric to prepare for self-evaluation, peer-evaluation, and professor evaluation.
Note: There are course fees for the face-to-face version of RDG 322 in the amount of $10.00. Online version of the RDG 322 course contains content that includes the same information provided in face-to-face lecture courses. Candidates taking this course online are required to engage independently reading course modules and completing related exams. Additionally, candidates in online classes utilize time reading a self-selected autobiography/biography, researching and developing a reading workshop lesson. Concurrently with lesson planning, candidates involve with several content-related digital poster presentations, parent-communication discussions, writing literature-related digital poster presentations, parent-communication discussions, writing literature discussion and STAAR Compare/Contrast papers, accessing and taking the 4th and 7th grade STAAR release tests and completing online CITI Program research modules. Note: There are no course fees for the online version of RDG 322.

II. Intended Learning Outcomes/Goals/Objectives

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, 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.

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

Program Learning Outcomes (PLOs) Student Learning Outcomes (SLOs)

The following PLO’s are aligned to the Association for Childhood Education International (ACEI) Standards for Elementary Level Teacher Preparation and the Interstate Teacher Assessment and Support Consortium (InTASC). The SLO’s are aligned to the TX Standards for English Language Arts and Reading EC-6, the TX Standards for Pedagogy & Professional Responsibilities (PPR) EC-12; the TX Standards for English as a Second Language/Supplemental, and Teachers of English to Speakers of Other Languages (TESOL).

Program Learning Outcomes and 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; InTASC 1).

- SLO 1.1 Candidates will exhibit knowledge of Texas PPR
Standards (Texas PPR I-IV).
  - SLO 1.1.1 Assessment- EC-6 PPR Release Exam (InTASC 1a).
  - SLO 1.1.2 Assessment- Benchmark II – TExES EC12 PPR Exam

• SLO 1.2 The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback
  - SLO 1.2.1 Assessment- Exam 5 (PPR 3.4k).
  - SLO 1.2.2 Assessment- Discussion 9/TEKS and Lesson Planning (PPR 3.8k, 3.1s, 13s).
  - SLO 1.2.3 Assessment- Discussion 10/Impact of K-12 Visual (PPR 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s; [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a) T7.10s (ISTE 5b).
  - SLO 1.2.4 Assessment- Reading Workshop Research Lesson (PPR 3.8k, 3.1s, 13s).

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 3, 4, 5, 7, 8).

• SLO 3.1 Candidates understand that literacy develops over time and progresses from emergent to proficient stages, and that teachers use a variety of contexts to support the development of young students’ literacy
  - SLO 3.1.1 Assessment- Discussion 1/Reading Life (ELAR 4.5k; PPR 2.4k).
  - SLO 3.1.2 Assessment- Discussion 4/Literature Circles and Figure 19 (PPR 2.7k).
  - SLO 3.1.3 Assessment- Discussion 8/ Pre-Assessments & Intervention Plan (ELAR 4.2k; TS1Ci; TS1Fi, TS5Bi, TS5Di).
  - SLO 3.1.4 Assessment- Discussion 9/ TEKS & Lesson Planning (ELAR 4.2k; TS3Bi; TS1Ci; TS1Fi, TS5Bi, TS5Di).
  - SLO 3.1.5 Assessment- Exam 6 (ELAR 4.2k).
  - SLO 3.1.6 Assessment- Reading Workshop Research Lesson (ELAR 4.5k).

• SLO 3.2 Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (Texas ESL ST IV & V; TESOL 3a,3b, 3c).
  - SLO 3.2 Assessment- Reading Workshop Research Lesson (ELAR 3.1s, 3.13s; TS 1Ai; InTASC 3d, k, o, q, r, 4h, 5d, m, 7i, l, m, 8b, i).

• SLO 3.3 Candidates will understand the importance of reading for understanding and know the components of comprehension and teach young students strategies for improving comprehension.
  - SLO 3.3.1 Assessment- Discussion 4/Literature Circles & Figure 19 (ELAR 10.7k, 7.8k, 7.21k)
  - SLO 3.3.2 Assessment- Discussion 5/Continuum of Comprehension TEKS Visual (ELAR 7.3k; [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a);
T7.10s (ISTE 5b).

- SLO 3.3.3 Assessment - Reading Workshop Research & Inquiry Lesson (ELAR 3.1s, 3.13s, 11.1s, 11.2s, 11.3s, 11.4s, 11.5s, 11.6s)
- SLO 3.3.4 Assessment - STAAR Tests Compare/Contrast Paper (ELAR 7.5k, 6k, 8k, 9k, 10k, 11k, 12k, 15k, 17k, 19k, 10.5k, 11.3s; TS5Dii)
- SLO 3.3.5 Assessment - Exam 2 (ELAR 7.3k, 7.4k, 7.7k, 7.10k, 7.12k, 7.13k, 7.18k, 7.20k, 12.7k, 12.8k, 12.5s)
- SLO 3.3.6 Assessment - Exam 4 (ELAR 7.5k, 8k, 9k, 15k, 19k, 10.5k)
- SLO 3.3.7 Assessment - Exam 5 (ELAR 3.4k, 7.6k, 8k, 10k, 11k, 12k, 17k, 19k, 11.3s)

- SLO 3.4 Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.
  - SLO 3.4.1 Assessment - Reading Workshop Research Lesson (ELAR 11.3k, 4k, 1s, 2s, 3s, 6s)
  - SLO 3.4.2 Assessment - Exam 3 (ELAR 11.3s)
  - SLO 3.4.3 Assessment - Exam 5 (ELAR 11.3s)

- SLO 3.5 All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
  - SLO 3.5.1 Assessment - Exam 6 (TS 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s; ISTE 3d, 2a, 2b, 2c, 4c; T7.10s; ISTE 5b)
  - SLO 3.5.2 Assessment - Discussion 10/Impact of K-12 Visual (Tech 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s)

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)

- SLO 4.1 Candidates will understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
  - SLO 4.1.1 Assessment - Discussion 8/Pre-Assessment and Intervention Plan (ELAR 10.4k, 6k; PPR 1.21s; TS1Cii, TS1Cii, TS1Fiii, TS5Bi, TS5Di)
  - SLO 4.1.2 Assessment - Discussion 9/TEKS and Lesson Planning (PPR 1.25k, 1.6s, 7s, 13s, 29s; TS3Bi, TS1Cii, TS1Fiii, TS5Bi, TS5Di; InTASC 6a, e, f, g, j, k)
  - SLO 4.1.3 Assessment - Exam 4 (ELAR 10.5k)
  - SLO 4.1.4 Assessment - Reading Workshop Research Lesson (PPR 1.6s, 7s, 13s, 21s, 29s)

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)

- SLO 5.1 Candidates understand how to interpret, analyze, evaluate, and produce (EC6 Texas ELA ST XII; Texas PPR IV)
  - SLO 5.1.1 Assessment- Discussion 2/Vocabulary Development Tweet (ELAR 4.13s)
  - SLO 5.1.2 Assessment- Discussion 3/Research and Inquiry Tweet (ELAR 11.5s; T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b)
  - SLO 5.1.3 Assessment- Discussion 6/Comprehension Article Tweet (ELAR 4.13s, 7.16s; InTASC 9i, n, 10o [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b)]
  - SLO 5.1.4 Assessment- Discussion 7/Research and Inquiry Parent Newsletter (ELAR 11.4s; [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b])
  - SLO 5.1.5 Assessment- PD: CITI Program Training Certificates (PPR 4.13s)
  - SLO 5.1.6 Assessment- Exam 2 (ELAR 12.7k, 8k, 12.5s)
  - SLO 5.1.7 Assessment- Presentation of Workshop Lesson (ELAR 11.4s, 5s)

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

**D2L/ Brightspace Support -**

- For D2L/ Brightspace technical support, contact [student support in the Office of Instructional Technology](mailto:student.support@sfa.edu) (OIT) or call 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/ Brightspace), contact the [Technical Support Center](mailto:tech.support@sfa.edu) (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L/ Brightspace, visit [SFA ONLINE](http://online.sfa.edu) where you will find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment. Do not wait until the last minute to submit assignments to avoid late submissions. Please leave enough time for unexpected delays such as computer updates, problems with file formatting, etc.

Your Brightspace usage will be checked before assignments are graded. I do not look to ensure you log in everyday; I look to ensure you are going through and spending adequate time
reading/watching materials within each module. Not doing so shows lack of participation, lack of desire to learn, and does not exemplify what teachers (remember, you are a future teacher) want and/or expect from their own students. Failure to access and read the content provided in the modules may result in a grade of zero.

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

### IV. Evaluation and Assessment (Grading):

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>70 – 79 points</td>
</tr>
<tr>
<td>F</td>
<td>69% and below</td>
<td>&lt; 69 points</td>
</tr>
</tbody>
</table>

**Dropbox Assignments (43 points):**

**Reading Workshop Research Lesson (Draft 1) (6)** – This assignment assesses candidates’ knowledge, understanding, and application of 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 (PLO 1; SLO 1.2.4; PLO 3; SLO 3.1.6, 3.2, 3.3.3, 3.4.1; PLO 4; SLO 4.1.4).

**Reading Workshop Research Lesson (Final Draft) (12)** – This assignment assesses candidates’ knowledge, understanding, and application of 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 (PLO 1; SLO 1.2.4; PLO 3; SLO 3.1.6, 3.2, 3.3.3, 3.4.1; PLO 4; SLO 4.1.4). **Elementary Education majors must upload the Final Draft of the Reading Workshop Research Lesson Plan to LiveText. If you fail to submit the final draft to LiveText or submit the wrong assignment to LiveText, you will receive a failing grade in RDG 322. SPED majors do not need to upload their Reading Workshop Research Lesson Plan into LiveText.**

**STAAR Compare/Contrast Paper (15)** – This assignment assesses how 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 (PLO 3; SLO 3.3.3; ACEI 3; InTASC 2, 3, 5, 7, 8) and
how Candidates 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 (PLO 4; SLO 4.1.5; ACEI 4; InTASC 6).

**Professional Development: CITI Program Training Certificates (10)** - The Collaborative Institutional Training Initiative (CITI) Program professional development enhances the knowledge and professionalism of investigators, staff, and students conducting research in the United States and internationally. This PD assesses the portion of PLO 5 that relates to professional ethics and learning (PLO 5; SLO 5.1.6).

**Discussions (26 points):**

**Discussion 1: Reading Life Introduction (2)** - This discussion assesses how 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 (PLO 3; SLO 3.1.1; ACEI 3; InTASC 2, 3, 5, 7, 8).

**Discussion 2: Comprehension Strategies (3)** - This discussion assesses how 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 (PLO 5; SLO 5.1.1; ACEI 5; InTASC 9, 10).

**Discussion 3: Inquiry and Research in the Curriculum (3)** - This discussion assesses how 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 (PLO 5; SLO 5.1.2; ACEI 5; InTASC 9, 10).

**Discussion 4: Literature Circles (3)** - This discussion assesses how 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 (PLO 3; SLO 3.1.2 & 3.3.1; ACEI 3; InTASC 2, 3, 5, 7, 8).

**Discussion 5: K-5 TEKS Comparison (3)** - This discussion assesses how 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 (PLO 3; SLO 3.3.2; ACEI 3; InTASC 2, 3, 5, 7, 8).

**Discussion 6: Comprehension Article and Summary (3)** - This discussion assesses how 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 (PLO 5; SLO 5.1.1; ACEI 5; InTASC 9, 10).

Discussion 7: Research & Inquiry Parent Newsletter (3) - This discussion assesses how 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 (PLO 5; SLO 5.1.4; ACEI 5; InTASC 9, 10).

Discussion 8: Assessments Used to Determine Student Need (3) - This discussion assesses how 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 (PLO 3; SLO 3.1.3; ACEI 3; InTASC 2, 3, 5, 7, 8) and 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 (PLO 4; SLO 4.1.1; ACEI 4; InTASC 6).

Discussion 9: TEKS & Lesson Planning or IEP Components (3) - This discussion assesses how 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 (PLO 1; SLO 2.1.2; ACEI 1; InTACS 1), 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 (PLO 3; SLO 3.1.4; ACEI 3; InTASC 2, 3, 5, 7, 8), and 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 (PLO 4; SLO 4.1.2; ACEI 4; InTASC 6).

Quizzes (31 points):

Quiz 1 (4): This exam assesses candidates’ understanding of the expectations for RDG 322. (Content from RDG 322 Course Syllabus)

Quiz 2 (5): This exam assesses how 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 (PLO 3; SLO 3.3.5; ACEI 3; InTASC 2, 3, 5, 7, 8) and how 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 (PLO 5; SLO 5.1.6; ACEI 5; InTASC 9, 10). (Content from Chapters 3 and 4/STW book; Vocabulary Development Modules)
Quiz 3 (5): This exam assesses how 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 (PLO 3; SLO 3.4.2; ACEI 3; InTASC 2, 3, 5, 7, 8). (Content from Chapter 14/STW book; CITI Program PD Module)

Quiz 4 (5): This exam assesses how 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 (PLO 3; SLO 3.3.6; ACEI 3; InTASC 2, 3, 5, 7, 8) and how 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 (PLO 4; SLO 4.1.3; ACEI 4; InTASC 6). (Content from Reading Workshop Modules and Articles; Literature Circles Modules and Articles; Jigsaw Modules and Articles; Chapters 5-7 STW book; Text Structures

Quiz Contract (2): This contract assesses candidates’ knowledge, understanding, and application of 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 (PLO 1; SLO. 1.2.4; PLO 3; SLO 3.1.6, 3.2, 3.3.3, 3.4.1; PLO 4; SLO 4.1.4).

Quiz 5 (5): This exam assesses how 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 (PLO 1; SLO 1.2.1; ACEI 1; InTACS 1) and how 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 (PLO 3; SLO 3.3.7, 3.4.3; ACEI 3; InTASC 2,3,5,7,8). (Levels of Comprehension; Content from Chapters 8-13/STW book; Chapter 3/BLT book; Chapters 7 and 14/STEL book)

Quiz 6 (5): This exam assesses how 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 (PLO 3; SLO 3.1.5, 3.5.1; ACEI 3; InTASC 2, 3, 5, 7, 8). (OLD Chapters 14 & 15 (STW book); Content from Literacy Development and Technology Concepts Modules)

V. Course Calendar: This is also provided as a separate document in D2L/Brightspace:
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment (Modules under Table of Contents on left)</th>
<th>DUE by 10:00 pm</th>
</tr>
</thead>
</table>
| Week 1 | 1. Read Getting Started module  
2. Read Week 1 Foundations of Reading module  
3. Read STW Chapter 1  
4. Read STW Chapter 2  
5. Read Excerpt, Share Your Reading Life  
**Discussion 1:** Reading Life Introduction Poster  
**Quiz 1** Syllabus  
Complete Week 1 Checklist | Getting Started  
Week 1 Foundations of Reading | Sunday, Sept 1 |
| Week 2 | 1. Read Week 2 Comprehension and CITI Program Training Module  
2. Read STW Chapter 3  
3. Read STW Chapter 4  
**Discussion 2:** Comprehension Strategies  
**Quiz 2**  
**Create CITI Program Account**  
Begin CITI Social and Behavioral Responsible Conduct of Research Module  
Complete Week 2 Checklist | Week 2 Comprehension and CITI Program Training | Sunday, Sept 8 |
| Week 3 | 1. Read Week 3 Vocabulary Instruction and Inquiry & Research Skills Module  
2. Read STW Chapter 14  
**Discussion 3:** Inquiry and Research in the Curriculum  
**Quiz 3**  
Complete Week 3 Checklist  
*Check out or buy a biography to have ready for next week* | Week 3 Vocabulary Instruction and Inquiry & Research Skills | Sunday, Sept 15 |
| Week 4 | 1. Read Week 4 Reading Workshop Module  
2. Read Article: Making Connections: A Workshop for Adolescents Who Struggle with Reading  
3. Watch Video: Lucy Calkins Structure of Reading Workshop  
4. Watch Video: Reading Workshop Lesson Plan  
5. **Dropbox:** Reading Workshop Research Lesson (Draft 1)  
Continue CITI Modules  
Complete Week 4 Checklist | Week 4 Reading Workshop | Sunday, Sept 22 |
| Week 5 | 1. Read Week 5 Literature Circles and Text Structures Module  
2. Article: Talking About Talk: Reclaiming the Value and Power of Literature Circles  
3. Article: Student Choice in Literature Circles in the Middle-School Classroom  
**Discussion 4:** Literature Circles  
Continue CITI Modules  
Complete Week 5 Checklist | Week 5 Literature Circles and Text Structures | Sunday, Sept 29 |
| Week 6 | 1. Read Week 6 Jigsaw Reading and Comprehension Module  
2. Read Article: Jigsaw Approach Brings Lessons to Life  
3. Read STW Chapter 7  
**Discussion 5:** K-5 TEKS Comparison  
**Quiz 4**  
Continue CITI Modules  
Complete Week 6 Checklist | Week 6 Jigsaw Reading and Comprehension | Sunday, Oct 6 |
| Week 7 | 1. Read Week 7 Activating, Connecting, and Building Background Module  
2. Read STW Chapter 8  
3. Read STEL Chapter 7  
**Discussion 6:** Comprehension Article and Summary  
Complete ALL CITI Modules  
Complete Week 7 Checklist | Week 7 Activating, Connecting, and Building Background | Sunday, Oct 13 |
| Week 8 | 1. Read Week 8 Establishing a Home School Connection Module  
2. Read Article: Establishing a Home School Connection Strengthening the Partnership Between Families and Schools | Week 8 Establishing a Home School Connection | Sunday, Oct 20 |
VI. Required and Recommended Textbooks:


• **Biography** of your choice on 4–8th grade level. This biography must be about an individual who has contributed to America's greatness in one of the following areas: history, art, music, writing, politics, sports, film & television, science, etc. We will use this nonfiction chapter book to engage you in a Reading Workshop Research Lesson.

**Live Text:**

This course uses 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. **The LiveText assignment for RDG 322 is the Reading Workshop Research Lesson (Final Draft).** 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 936-468-2395 or e-mail. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**Research-Based Principles:**

The EC-6 program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.


**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 Perkins 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:**

**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 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, 936-468-3004 / 936-468-1004 (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.

**Student Academic Dishonesty 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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including
citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

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 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct Policy 10.4:

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. For information regarding the iCare program call the office at 936-468-2703.

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.

Please go to §TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**Texas Certification/Licensing:**

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 on [TEA's website](https://tea.texas.gov).
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. 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 by email.