RDG 415 (503 and 504): Language and Literacy III

Fall 2019

Instructor Information:

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Office hours:
  Monday – 11:00-12:00 (online), 12:30-1:30 and 3:00-4:00
  Wednesday – 2:00-4:00 (online)
Other days/times by appointment (sign-up sheet outside of my office, drop-ins welcome when available)
Credits: 3 hours
Course Time & Location: On-line

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: There is ONE LiveText assignment in this course.

Time Requirements and Credit Hours/Course Fees:

RDG 415 “Language and Literacy III” (3 credits/ Course Fees $10) This version of the RDG 415 course contains content that includes the same information provided in face-to-face lecture courses requiring online students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. In addition to reading and researching course material, students spend a minimum of three hours weekly completing quizzes and/or writing assignments over the course content to demonstrate knowledge of the content. Students are also expected to maintain a personal writer’s notebook and produce weekly entries.

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).

- ESL SLO 1.1 Candidates understand content related to all ESL SLOs.
  - ESL SLO 1.1.1 ESL Certificate Assignment (Texas ESL I-VII all; TESOL all)

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) 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).

- 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 2.1.2 Assessment – About Writing Quiz (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s) (EC6& 4/8 PPR 3.3k, 3.3s)
  - SLO 2.1.3 Assessment – Writing Process Quiz (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s) (EC6& 4/8 PPR 1.11k; INTASC 4o) (TS3Aiiii)
  - SLO 2.1.4 Assessment – Writer’s Notebook Weekly Entries (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s)
  - SLO 2.1.5 Assessment – Personal Narrative or Informational Text Assignment (ELAR EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k)

- 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)(PLO 2)
  - SLO 2.2.2 Assessment - Spelling Quiz (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k)
  - SLO 2.2.3 Assessment - Spelling & Conventions Assignment (ELAR EC6 9.3k, 5k, 6k, 7k; 4/8 5.1k, 3k, 5k, 10s, 11s)

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).

- 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 minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) that assists students in developing competence in written communication.
• SLO 3.1.1 Assessment – Writing Workshop Quiz (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.1s, 2.6s, 2.10s, 3.6k, 3.4s) (InTASC 3d, 3k, 3p, 5c, 5d, 5f, 5m, 5o, 10o) (TS1Dii, TS4Aii, TS5Cii)

• SLO 3.1.2 Assessment - Workshop Minilesson Assignment with technology integration (ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s, 13s) (EC6 & 4/8 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) (InTASC 1a, 2a, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 2k, 3m, 3b, 3g, 3h, 3m, 4b, 4c, 4f, 4g, 4i, 4l, 4m, 4n, 4p, 4r, 5c, 5h, 5i, 5j, 5l, 5p, 5q, 6a, 6e, 6f, 6g, 6j, 6k, 6r, 7a, 7b, 7d, 7g, 7j, 7k, 7m, 7n, 7p, 7q, 8a, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g, 10j) [T7.2k (ISTE 1a, 4d, 5b); T7.3k (ISTE 5b); T7.5s (ISTE 5b); 7.9s (ISTE 5a, 5b, 5c)] (TEKS SYSTEM: minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives)

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).

• 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 - Conference Assignment (ELAR EC6 8.8k, 8.9k, 8.3s, 8.5s, 8.7s, 8.10s, 9.5k, 9.7s 10.2s; 4/8 5.12k, 5.14s) (EC6 & 4/8 PPR 1.24k, 3.14k, 2.1s, 3.4s, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s) (InTASC 1c, 1e, 3a, 3b, 3k, 3n, 3p, 5d, 5f, 5m, 5o, 6d, 6s, 10d, 10g, 10m, 10q) (TS1Fii, TS1Fii, TS4Aii, TS4Di, TS1Di, TS4Di, TS1Eii, TS5Bii, TS6Ci); [T2.6s (ISTE 7b); 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, 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, and display the TEKS System: ELPS, language objectives.

ESL SLO 4.4 Candidates use the Texas holistic process to assess writing using the PDL rubrics.

- ESL SLO 4.2.1/4.3.1/4.4.1 Assessment – TELPAS Quiz (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c) (EC6 & 4/8 PPR 1.6k; TS2Bii) (InTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l)

- ESL SLO 4.3.2 Assessment – Language Proficiency Assignment (Texas ESL: 4.1k) (EC6 & 4/8 PPR 1.6k, 1.14k, 1.2s, 1.15s, 1.28s, 1.29s) (InTASC 2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 4i, 4l, 4m, 6e, 6u, 7b, 7g, 7j, 7i, 7n, 7q, 8b, 8k, 8l, 8p, 10j) (TS1Fii, TS2Aii, TS2Bii, TS2Biii, TS2Cii, TS5Bii, TS5Cii, TS5Dii)

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).

• SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development.
  - SLO 5.1.1 Assessment – Conference Assignment (which includes email text to families) (ELAR EC6 8.8k, 8.9k, 8.3s, 8.5s, 8.7s, 8.10s, 9.5k, 9.7s 10.2s; 4/8 5.12k, 5.14s) (EC6 & 4/8 PPR 1.24k, 3.14k, 2.1s, 3.4s, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s) (InTASC 1c, 1e, 3a, 3b, 3k, 3n, 3p, 5d, 5f, 5m, 5o, 6d, 6s, 10d, 10g, 10m, 10q) (TS1Fii, TS1Fii, TS4Aii, TS1Di, TS4Di, TS1Eii, TS5Bii, TS6Ci); [T2.6s (ISTE 7b); 7.14s (ISTE 7b)]

• SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction.
  - SLO 5.2.1 Assessment – Writing Professional Discussion (ELAR EC6 8.9s, 9.8s; 4/8 5.15s) (EC6 & 4/8 PPR 1.24k, 4.9k) (InTASC 3b)

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

DISCUSSIONS/PEER FEEDBACK – (14 pts.)

• The Writers’ Notebook Weekly Entries (ELAR EC6 4.7s, 4.8s, 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s) (InTASC 7e, 8c) (10 pts.) – You will create weekly entries in your own Writer’s Notebook that demonstrate different
crafting/strategies and skills techniques. You will respond to at least three different peers writing at designated times throughout the semester.

- **Professional Writing** (ELAR EC6 8.9s, 9.8s; 4/8 5.15s) (EC6 & 4/8 PPR 1.24k, 4.9k) (InTASC 3b) (4 pts) – You will write a discussion that considers what you have gained about the teaching of writing and how to collaborate with writing professionals and continue your growth as a teacher focused on the teaching of writing, no matter the content area in which you will teach.

**DROPBOXES – (49 pts.)**

- **The Personal Narrative or Informational Text Assignment** (ELAR EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k) (InTASC 6e, 7l, 8b) (15 pts.) – You will create a personal narrative or informational text that shows the steps in the writing process and will participate in self-assessment.
- **Spelling & Conventions** (ELAR EC6 9.3k, 5k, 6k, 7k; 4/8 5.1k, 3k, 5k, 10s, 11s) (10 pts.) – You will analyze a student writing example and respond to the stage of spelling, convention concerns, skills to be taught, and suggestions for needed minilessons.
- **The MiniLesson** (ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s, 13s) (EC6 & 4/8 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, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s) (InTASC 1a, 2a, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 2k, 2m, 3b, 3g, 3h, 3m, 4b, 4c, 4f, 4g, 4i, 4l, 4m, 4n, 4p, 4r, 5c, 5h, 5j, 5l, 5p, 5q, 6a, 6e, 6f, 6g, 6j, 6k, 6r, 7a, 7b, 7d, 7g, 7j, 7k, 7m, 7n, 7p, 7q, 8a, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g, 10j) (TEKS SYSTEM: minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) (8 pts.) - You will create a Writing Minilesson Plan based on the planning format shown in this course for the grade level of your choice. You are to use writing TEKS for the grade level of your choice. You will also implement the Technology Applications TEKS into this lesson.
- **The Writing Conference** (ELAR EC6 8.8k, 8.9k, 8.3s, 8.5s, 8.7s, 8.10s, 9.5k, 9.7s 10.2s; 4/8 5.12k, 5.14s)(EC6 & 4/8 PPR 1.24k, 3.14k, 2.1s, 3.4s, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s) (InTASC 1c, 1e, 3a, 3b, 3k, 3n, 3p, 5d, 5f, 5m, 5o, 6d, 6s, 10d, 10g, 10m, 10q) (TS1Fi, TS1Fii, TS4Aii, TS1Dii, TS4Dii, TS1Eii, TS5Bii, TS5Dii) (TEKS System: ELPS, language objective. (4 pts.) – You will review the student writing sample displayed in The Writing Conference Assignment Directions file. You will create a writing conference for this student, reflect upon the instruction, describe self- peer editing (assessment), and will create text for an email to communicate the writing performance of this student to a family member.
- **The Proficiency Levels Assignment** (Texas ESL: 4.1k) (EC6 & 4/8 PPR 1.6k, 1.14k, 1.2s, 1.15s, 1.28s, 1.29s) (InTASC 2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 4i, 4l, 4m, 6e, 6u, 7b, 7g, 7j, 7i, 7n, 7q, 8b, 8k, 8l, 8p, 10j) (TS1Fii, TS2Ai, TS2Bii, TS2Biii, TS2Cii, TS5Bii, TS5Cii, TS5Dii) (TEKS System: ELPS, language objective. (4 pts.) – You will revisit your minilesson, read a scenario of an ELL, identify the proficiency level of the student, and add two strategies in these two sections of your minilesson (TEACHING; ACTIVE ENGAGEMENT) that meet the needs of this ELL.

**QUIZZES – (37 pts.)**

- **About Writing** (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s) (EC6& 4/8 PPR 3.3k, 3.3s) (8 pts.)
- **Writing Process** (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s) (EC6& 4/8 PPR 1.11k; INTASC 4o) (TS3Aii) (8 pts.)
- **Writing Pre-Test** (PLO 2) (2 pts.)
- **Spelling** (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k) (TS.12s; ISTE 2c) (6 pts.)
- **Writing Workshop** (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.1s, 2.6s, 2.10s, 3.6k, 3.4s) (InTASC 3d, 3k, 3p, 3o, 5c, 5d, 5f, 5m, 5o, 10o) (TS1Dii, TS4Aii, TS5Cii) (8 pts.)
- **TELPAS** (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c) (EC6 & 4/8 PPR 1.6k; TS2Biii) (InTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l) (5 pts.)

**BONUS - 2 points** for completing the ESL Certificate course.

- **ESL Certificate Dropbox** (PLO1) – This is totally optional! You may choose to complete one of the options provided in the module to show you have prepared for testing or completed ESL Certification.

**TOTAL: 100 plus the 2 bonus points (2 for ESL Certificate)**
Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will use Penzu weekly for an online writer’s notebook as well as Word for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

A = 90 - 100 points - B = 80 - 89 points - C = 70 - 79 points - F < 70 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/Watermark assignments 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/Watermark).

See the section above for a detailed description of the assignment, standards, and the point totals for that assignment.

You may be asked to resubmit unacceptable work and will receive up to 80% of the point total for revised work. The total grade is lowered by one letter if there is ONE missing or not attempted assignment. So, if you do not turn in an assignment on time, it is best to turn it in late than not at all. LATE WORK RECEIVES NO MORE THAN 50% OF THE TOTAL! Late work received a week after the due date will not receive any points.

GRADING RUBRCS

DISCUSSIONS

Writing Professional

4 pts - The discussion is in-depth, relates to what was learned through specific examples that related to the content of the course, provides a thorough description of how to collaborate with writing professionals/community, and clearly shows how to grow as a writing professional, and the post is convention error-free.

3 pts - The discussion relates to what was learned through examples relating to the content of the course, provides a description of how to collaborate with writing professionals/community, shows how to grow as a writing professional, and/or the post has some minor convention errors. The post could be more in-depth.

1 pt - The discussion was skimpy, may not have grounded thinking about what was learned in the course with examples, may not clearly show how to grow as a writing professional, or how to collaborate with professionals/community members, and major convention errors may be noted.
## Writer's Notebook

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Entries</td>
<td>All entries are present. Convention issues are limited but may occur since a notebook is a draft example of writing.</td>
<td>All entries are present but titles may not be clearly defined or directions followed specifically. Too many convention errors are noted even for a draft copy.</td>
<td>All weekly entries may not be present. Convention errors are extreme.</td>
</tr>
<tr>
<td>Shared Peer Feedback</td>
<td>Three separate responses to peer notebook entries were submitted addressing the required areas for feedback to their peer.</td>
<td>Three separate responses to peer notebook entries may have been submitted, but the required areas for feedback to their peer may lack attention to detail.</td>
<td>Three separate responses to peer notebook entries are missing and/or little effort was shown to provide feedback to their peer.</td>
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## Personal Narrative or Informational Text

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<tbody>
<tr>
<td>Ideas</td>
<td>An exhibit of prewriting is displayed from the writer's notebook. The first draft clearly relates to the prewriting stages.</td>
<td>An interesting experience is shared with details that help create the interest. An exhibit of prewriting is displayed that indicates the ideas to be included in the piece. The first draft mostly relates to the prewriting stages.</td>
<td>An exhibit of prewriting is not displayed or is displayed and shows little relationship to the draft and final piece.</td>
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<tr>
<td>Organization</td>
<td>The organization makes the paper enjoyable and easy to read.</td>
<td>The paper is well organized with a clear beginning, middle, and ending. Transitions are used well.</td>
<td>The narrative needs to be organized.</td>
</tr>
<tr>
<td>Voice and Word Choice</td>
<td>The voice creates an unforgettable experience, and exceptional word choice captures the experience.</td>
<td>Voice creates interest. Specific nouns, strong verbs, and well-chosen modifiers create vivid pictures/details.</td>
<td>The voice shows no involvement in the paper. Word choice has not been considered.</td>
</tr>
<tr>
<td>Sentence Fluency</td>
<td>The sentences are skillfully written, original, and interesting.</td>
<td>The sentences show variety and are easy to read and understand.</td>
<td>Most sentences need to be rewritten. Help is needed.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Grammar and punctuation are correct, and the writing is free of spelling errors. The writer carefully considered the purpose and audience for writing. Two self-assessment charts clearly display the criteria(on) needing work. Revision shows attention to the criteria(on) needing work. A final paper clearly shows how the writing developed from prewriting to final published work.</td>
<td>The paper has a few minor errors in punctuation, spelling, or grammar. The writer considered the purpose and audience for writing. Two self-assessment charts are included, but the criteria(on) needing work is not clearly explained. The revised piece does not really show how the piece was revised. A final piece mostly shows how the writing developed from prewriting to final published work.</td>
<td>Help is needed to make corrections. The audience and/or purpose are not clear or relate to the intent of the assignment. Two self-assessment charts may or may not be included; they may not be sufficient. The revised draft is missing or does not show real revision. The first draft is missing or no change is noted from the draft to the final piece. The published, final piece may be skimpy and lack depth.</td>
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### Objective/Connection

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<tr>
<td><strong>MiniLesson</strong></td>
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<tr>
<th>Criteria</th>
<th>Exemplary 2 points</th>
<th>Acceptable 1 point</th>
<th>Unacceptable 0 points</th>
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<tr>
<td><strong>Objective/Connection</strong></td>
<td>The topic/objective/TEKS/ELPS are identified, stated, explained, and labeled clearly and effectively according to what was taught in the course. The objective follows this template. The Technology TEKS is integrated seamlessly indicating candidate understands how to locate technology resources.</td>
<td>The topic/objective/TEKS/ELPS are identified/stated. The objective aligns closely with the template taught in the course. The Technology TEKS is integrated and adequately shows candidate understands how to locate technology resources.</td>
<td>The topic/objective/TEKS/ELPS may not be identified/stated/labeled and/or may not be made completely clear to students or writing ELPS not used. Students may not be made aware of the lesson objective or the objective does not follow the template provided in the course. The Technology TEKS may be missing or not integrated appropriately which does not show the candidate can access technology resources.</td>
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<tr>
<td><strong>Model/Teaching</strong></td>
<td>Appropriate literature or writing sample(s) are used to enhance students' understanding of the concept. The sample relates directly to the objective. The teaching sufficiently models what students are to learn. Students are engaged.</td>
<td>An appropriate literature or writing sample is used to enhance students' understanding of the concept but may not be specifically described or listed. The sample relates directly to the objective. The teaching models what students are to learn but could be clearer. Students are not invited into the lesson.</td>
<td>A literature or writing sample is used but does not necessarily enhance the students' understanding of the concept. The teaching is very directive. Modeling is missing.</td>
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<tr>
<td><strong>Student Involvement/Active Engagement</strong></td>
<td>An opportunity is provided for active student participation in ways other than passive listening. This step is brief and relates to the teaching. It is clear that this occurs in the circle before students are released.</td>
<td>An opportunity is provided for active student participation in ways other than passive listening. This step may be longer than needed and the relationship to the teaching could be clearer. It is clear that this occurs in the circle before students are released.</td>
<td>An opportunity is not provided for active student participation in ways other than passive listening. There is no relationship to the teaching. The step is more what would occur in worktime.</td>
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<tr>
<td><strong>Closure/Link/Assessment</strong></td>
<td>The teacher clearly summarizes (or asks students to summarize) the main points and explains how learning will be needed in the future. Assessment included and aligned.</td>
<td>The teacher is well prepared. There may be a slight error in content, language, or grammar, but it is insignificant. Assessment is included but not measurable/observable.</td>
<td>There are several significant errors made in content, language, or grammar. Assessment is not included or is not aligned.</td>
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### Writing Conference

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<tr>
<td>Steps in Conference</td>
<td>The praise point, question about the piece, and teach point were clearly defined in terms students can understand. The Writing Trait name was clearly identified. The email text was culturally responsive, positive in tone, and offered clear assessment of the student writing (ideas, organization, word choice, sentence fluency, voice, or conventions). A suggestion for ideas, organization, word choice, sentence fluency, voice, or conventions was included and easy to implement at home. No more than very minor errors in conventions.</td>
<td>The praise point, question about the piece, and teach point were defined in terms students can understand. The Writing Trait name was identified. The email text was culturally responsive, mostly positive in tone, and offered an assessment of the student writing (ideas, organization, word choice, sentence fluency, voice, or conventions). A suggestion for ideas, organization, word choice, sentence fluency, voice, or conventions was included and mostly easy to implement at home. Some convention errors were noted.</td>
<td>The praise point, question about the piece, and/or teach point were not stated or were too general and/or hard for students to understand. The name of the Writing Trait is missing. No more than very minor errors in conventions. Major errors in convention and interrupts meaning.</td>
</tr>
</tbody>
</table>

### Language Proficiency Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level</td>
<td>The proficiency level is accurate and exactly matches the PLD characteristics and descriptor name.</td>
<td>The proficiency level is accurate and exactly matches the characteristics of an ELL at this proficiency level, but the state labels for the PLD was not used exactly.</td>
<td>The proficiency level was not accurate.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Two strategies (TEACHING, ACTIVE ENGAGEMENT) were added to the previous minilesson that meet the PLD level of the student in the scenario. The strategies provided accommodations to the ELL and were aligned to the TEKS, ELPS, learning objective, and language objective.</td>
<td>Two strategies (TEACHING, ACTIVE ENGAGEMENT) were added to the previous minilesson that meet the PLD level of the student in the scenario. The strategies provided accommodations to the ELL and were mostly aligned to the TEKS, ELPS, learning objective, and language objective.</td>
<td>Two strategies may not be present or did not meet the characteristics of the ELL in the scenario. The strategies if provided may not been aligned to the TEKS, ELPS, learning objective, and language objective in a meaningful way.</td>
</tr>
</tbody>
</table>
## V. Tentative Timeline

**All assignments are due by 11:30 pm by Sunday unless noted otherwise.**

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review these modules: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA</td>
<td>Checklists: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA (linked on each of the module conclusion pages)</td>
</tr>
<tr>
<td>Aug. 26 – Sept. 1</td>
<td>Begin the ESL Test Preparation Module at your own convenience. This is a bonus, but I strongly recommend it if you want to take the ESL exam. If you have taken and passed your content exam, you may want to participate in this online course or review the free materials provided in the course. This is an ongoing module and will not be due until the end of the course. Many times, employment is due on this certification! This is for bonus points! For those interested, review the HONORS CONTRACT MODULE.</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Complete the ESL Writing Assessment Module. Complete the Writing Professional and Course Celebration Module.</td>
<td>Quiz: TELPAS Due Discussion: Writing Professional Compose and Share: Weekly Writing Entry 13 (Choose from list of Possible Writing Entries) Dropbox: Honors Project Due (For those interested)</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 15</td>
<td>Complete ESL Test Preparation Module</td>
<td>Dropbox: ESL Certificate</td>
</tr>
</tbody>
</table>
LiveText/Watermark—LiveText/Watermark is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText/Watermark account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText/Watermark. Failure to submit required assignments into the LiveText/Watermark system will result in a penalty assessed to the assignment grade.

FEM Statement—Prior to this course you had to purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText/Watermark Statement: 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. 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.

Failure to submit required assignments into the LiveText/Watermark system by the required deadline will result in a penalty assessed to the assignment grade. Not submitting ALL LiveText/Watermark assignments will result in failure to successfully complete the course.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText/Watermark 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/Watermark system may result in course failure.

LiveText/Watermark 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/Watermark.

OTHER REQUIRED
2. The required reading is located in the content modules.

RECOMMENDED [ESL Test Prep]

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


References


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.

Students in the COE 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 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 Absences:

All assignments/assessments/discussion postings 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. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, Dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment 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. 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).

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

**Penalties for academic dishonesty** may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals:
A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

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.

Student Code of Conduct (Policy 10.4):
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

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.

Code of Ethics for the Texas Educator:

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.


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

Additional Information:

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

The State of Texas Elementary Education TExES Preparation Law
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). In the SFASU Elementary Education Department, preparation for the TExES PPR exam is offered in RDG 322 and MLG 402. For the EC6 TExES exam, the preparation is offered in ELE 303 and MLG 401. Also, the ESL test preparation is offered in RDG 415. Additionally, other materials and resources concerning these exams are provided by the department assessment director.