I. Course Description:

An examination of literacy instructional practices that support, engage, and nurture readers across the learning continuum. The majority of RDG 322’s content will focus candidates on research-based characteristics of content and effective delivery of metacognitive comprehension skills, vocabulary development, and inquiry/research Texas Essential Knowledge and Skills (TEKS) for the upper elementary grades. There is one Live Text assignment related to accountability and accreditation.

PRE-REQUISITES: Admitted to Teacher Education; enrolled in Field Experience 1;
There is one Live Text assignment related to accountability and accreditation.

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 Twitter 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 (Program/Student Learning Outcomes):

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

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; InTACS 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 1.2 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; TS1Cii; TS1Fiii, TS5Bi, TS5Di)
  - SLO 3.1.4 Assessment - Discussion 9/ TEKS & Lesson Planning (ELAR 4.2k; TS3Bi; TS1Cii; TS1Fiii, 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.
  o SLO 3.4.1 Assessment- Reading Workshop Research Lesson (ELAR 11.3k, 4k, 1s, 2s, 3s, 6s)
  o SLO 3.4.2 Assessment- Exam 3 (ELAR 11.3s)
  o 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.
  o 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; TS6.1k (ISTE 2c); TS6.2k (ISTE 2c); TS6.25s (ISTE 3d); TS7.4k (ISTE 5b, 6a); TS7.5k (ISTE 5b, 6a); TS7.6k (ISTE 5b, 6a); TS7.10s (ISTE 5b)).
  o 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.
  o SLO 4.1.1 Assessment- Discussion 8/Pre-Assessment and Intervention Plan (ELAR 10.4k, 6k; PPR 1.21s; 29s; TS1Cii; TS1Cii; TS1Fiii, TS5Bi, TS5Di)
  o 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)
  o SLO 4.1.3 Assessment- Exam 4 (ELAR 10.5k)
  o SLO 4.1.4 Assessment- Reading Workshop Research Lesson (PPR 1.6s, 7s, 13s, 21s, 29s)
  o SLO 4.1.5 Assessment- STAAR Tests Compare/Contrast Paper (PPR 1.30k)

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)
  o SLO 5.1.1 Assessment- Discussion 2/Vocabulary Development Tweet (ELAR 4.13s)
  o SLO 5.1.2 Assessment- Discussion 3/Research and Inquiry Tweet (ELAR 11.5s; TS6.1k (ISTE 2c); TS6.2k (ISTE 2c); TS6.25s (ISTE 3d); TS7.4k (ISTE 5b, 6a); TS7.5k (ISTE 5b, 6a); TS7.6k (ISTE 5b, 6a); TS7.10s (ISTE 5b)).
  o SLO 5.1.3 Assessment- Discussion 6/Comprehension Article Tweet (ELAR 4.13s, 7.16s; InTASC 9i, n, 10o [TS6.1k (ISTE 2c); TS6.2k (ISTE 2c); TS6.25s (ISTE 3d); TS7.4k (ISTE 5b, 6a); TS7.5k (ISTE 5b, 6a); TS7.6k (ISTE 5b, 6a); TS7.10s (ISTE 5b)].
  o SLO 5.1.4 Assessment- Discussion 7/Research and Inquiry Parent Newsletter (ELAR 11.4s; TS6.1k (ISTE 2c); TS6.2k (ISTE 2c); TS6.25s (ISTE 3d); TS7.4k (ISTE 5b, 6a); TS7.5k (ISTE 5b, 6a); TS7.6k (ISTE 5b, 6a); TS7.10s (ISTE 5b]).
  o SLO 5.1.5 Assessment- PD: CITI Program Training Certificates (PPR 4.13s)
  o SLO 5.1.6 Assessment- Exam 2 (ELAR 12.7k, 8k, 12.5s)
  o SLO 5.1.7 Assessment- Presentation of Workshop Lesson (ELAR 11.4s, 5s)
For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

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

D2L Support -
RDG 322 is web-enhanced. Therefore, you may require technical support.

- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at [d2l@sfasu.edu](mailto: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](mailto:helpdesk@sfasu.edu). To learn more about using D2L, visit SFA ONLINE at [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu), where you'll find written instructions and video tutorials.

You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by 11:30 PM of the stated due date. Classroom Activities take place throughout the semester and class attendance is mandatory in order to participate and possibly receive collaboration and cooperative learning points. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

Assignments in this course are deadline driven. Meeting deadlines is an integral part of being a successful teacher. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. If the web is down, send it through email to me right away – and then submit in D2L once it is available. **Do not wait until the last minute to submit assignments to avoid late submissions.**

Presentation:

1. **Reading Workshop Presentation** - 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; PLO 5 SLO 11.4s, 5s).

   **Instructions:** To complete the Reading Workshop Presentation, you must first develop your inquiry and research workshop lesson plan, submit, and receive feedback from the professor. Make revisions based on the grading rubric and professor's
feedback. During the presentation, use the Elmo to show your revised workshop lesson to the class. Introduce the Inquiry and Research TEKS and Student Expectation. Read your Learning Objective to the class. You will begin teaching at the transition part of the lesson plan so memorize that part. Also, memorize the “I DO” and “WE DO” parts of the lesson plan. You will engage your colleagues in a tactile/kinesthetic activity that is related to your learning objective. Do not run off data sheets. Use constructivists strategies and have students create a product to demonstrate understanding of the skill. You will need enough materials for 28-30 students. Each teacher candidate will be assigned a date to make his or her presentation, beginning Week 7 of the semester. (See the grading rubric for specific details on how the presentation will be graded. Also, the presentation schedule has been uploaded to the Presentation Module.)

Dropbox Assignments: (No Late Assignments will be accepted for credit in RDG 322!!)

1. Reading Workshop Research Lesson (Draft 1) – 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).

   Instructions: To complete the Reading Workshop Research Lesson, you must read the Reading Workshop Modules in Week 4 of the course content. Access the Texas Education Agency website and locate the ELAR 5th grade Research/Inquiry TEKS and student expectation your team has been assigned. Once you identify your TEKS and student expectation, begin to collaborate with your team and develop different Workshop lessons to teach the same student expectation. Refer to the example lesson for additional support. You must use the biography of your outstanding American for modeling in the “I DO” section of the workshop lesson. However, for the “WE DO,” “YOU DO,” and “Independent Work” sections, students should practice the research skill using their own SELF-SELECTED biographies. Upload your workshop lesson to the Dropbox on or before the designated due date.

2. Reading Workshop Research Lesson (Final Draft) – 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).

   Instructions: To complete the Reading Workshop Research Lesson (Final Draft), you must read the instructor’s comments and make revisions. Also, invite a colleague or friend to proofread your lesson. Lessons with the same errors will be assigned “0.” Remember to collaborate with your team members and study the example lesson. Upload the Final Draft of your workshop lesson to the Dropbox on or before the designated due date and time. Additionally, you must upload the Final Draft
of your 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 an “F” in RDG 322.

3. **STAAR Compare/Contrast Paper**– 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).

**Instructions:** To complete the STAAR Compare/Contrast Paper, you must collaborate with your team and decide which members will take the 4th grade test and which members will take the 7th grade test. The Discussion Director will email a list with team members' names and the designated test on Tuesday by 11:30 PM (online candidates).

Team members will take the STAAR release test by Wednesday, 11:30 PM and make notes about the complexity, genre of passages, approximate number of words in passages, number of syllables in sentences, length of sentences, types of sentences, taxonomy level of questions according to Bloom, and examples of Tier 2, & 3 vocabulary.

After taking the released test, team members will compare notes and write a team compare and contrast 3 to 5-Page paper that follows APA 6th edition guidelines. Each team member will upload a copy of the compare/contrast paper with an appendix section to the Dropbox by the designated date and time. The appendix section should include a screen shot of the 4th or 7th grade answer document he or she completed (online & face-to-face classes).

4. **PD: CITI Program Training Certificates**- 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).

**Instructions:** To complete this Dropbox assignment, you must:

- Log onto the following website to register: HYPERLINK "https://www.citiprogram.org/index.cfm?pageID=154&icat=0&ac=0&region=1" https://www.citiprogram.org/index.cfm?pageID=154&icat=0&ac=0&region=1 OR https://about.citiprogram.org/en/homepage/
- Locate Stephen F. Austin State University so that this training will be free of charge.
• Establish a username and password.
• When you log in using your personal information, you will see several courses in which you can enroll. However, to fulfill the professional development offered in RDG 322, you only need to enroll and complete one course:

  A. Social and Behavioral Responsible Conduct of Research Course

• For each of the other questions, you should click “Not at this time. Thank you.”
• You must achieve at least 80% on each of the 9 quizzes.
• **To receive the 10 points for this professional development, you must scan or screen shot your transcript showing acceptable scores on each module.** You must complete **all 9 modules** in the Social and Behavioral Responsible Conduct of Research.
• **Upload your transcript to the Dropbox by the due date and time. The transcript should show your score for each of the 9 modules.** (See the example in Module 3)

**Discussions:**

1. **Discussion 1/Reading Life Introduction**- 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)

  **Instructions:** To complete Discussion 1: Reading Life Introduction, you must introduce yourself by sharing either your current reading life, or your hopes for a future reading life as a teacher. As you write your introduction, remember to discuss what you read, when, why, where/the location of your personal library, and who motivated you. This introduction is to be written in a narrative (paragraph) format as opposed to bullets or short answers in approximately 300-500 words. You need to write as if you are speaking to us so we can ‘see’ and ‘feel’ your passion! Online candidates will post their introductions by the designated day and time. Remember to respond to at least two classmates’ introductions.

  **NOTE:** Candidates in face-to-face classes will bring a typed hard copy of their introduction to class.

 Remember to always write in standard English and check spelling and grammar. Feel free to include a picture of you with your favorite book, a favorite book quote, or anything literary! We look forward to meeting you!

2. **Discussion 2: TWEET/Vocabulary**- 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).

Instructions: To complete Discussion 2, you must choose two vocabulary development strategies you read about and explain how you plan to implement them in your classroom. Send a Tweet to an educator forum regarding vocabulary development instruction. Screen shot your Tweet and post to the discussion board along with your explanation of the two vocabulary development strategies. Online classes will post their responses to the discussion board by the designated day and time. Remember to respond to at least two classmates’ postings.

NOTE: Candidates in face-to-face classes will screen shot their Tweet and paste into a Word document. Type a paragraph explaining how you plan to implement two vocabulary strategies in your classroom and bring a hard copy to class on the designated day and time.

3. Discussion 3: TWEET/Research and Study Skills- 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).

Instructions: To complete Discussion 3, you must Tweet about the one thing that stood out the most to you regarding teaching upper elementary students to conduct research. Screenshot your tweet page and post to the discussion board by the due date and time (online). Remember to respond to at least two classmates’ tweet.

NOTE: Candidates in face-to-face classes will bring a hard copy of their tweet to class.

4. Discussion 4: Literature Circles and Metacognitive Comprehension Skills- 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)

Instructions: To complete Discussion 4, you must identify your team’s Metacognitive comprehension student expectation.

You are a fifth grade teacher. Collaborate with your team on a 4-week theme for a literature circle and how you will integrate your assigned Metacognitive reading comprehension student expectation. Write a 2 to 3-page paper that describes the following components of a literature circle and post to the discussion board by the due date and
time (online). The Discussion Director should include all team members’ names on the discussion post. Each team member must respond to at least two classmates’ postings.

**NOTE:** Candidates in face-to-face classes will bring a hard copy of their literature circles paper to class on the designated day and time.

- Explain your theme, how you will integrate metacognitive comprehension skills and how students might benefit. *(minimum of 100 words)*
- You must identify 4-5 books, authors, and a brief description of each book. Use a combination of fiction and nonfiction texts. *(minimum of 100 words)*
- Explain how students will select books. *(minimum of 100 words)*
- Explain how you will confer with students and assess them as they participate in literature circles. *(minimum of 100 words)*
- Explain how you will end the unit. *(minimum of 100 words)*

5. **Discussion 5: Continuum of Comprehension TEKS Visual** - 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)

**Instructions:** To complete this assignment, each team must create a visual. Your team must track a comprehension TEKS and student expectation from Kindergarten to fifth grade. The visual must show similarities and differences you discovered. Upon completion of your reading comprehension visual, write about at least 3 similarities and also 3 differences you noticed in the continuum of comprehension TEKS in which your team was assigned. **Note:** You must use professional reading vocabulary when you complete the compare/contrast portion of this assignment.

For example: Several differences were also determined during this exploration of the Inquiry and Research TEKS. For instance, the number code was 12 for kindergarten and 13 for grades 1-5. With grades K-2, students are expected to generate questions for formal and informal inquiry with adult assistance. Whereas, grades 3-5 students are expected to accomplish this task with specific topics primarily without adult assistance. Further differences involve grades 4 and 5. Students in grade 4 and 5 are expected to generate and clarify questions on a topic.

This week’s Discussion Director will email each team member’s name and what part of this assignment he or she will complete. The Discussion Director will also post this assignment to the discussion board before the due date and time. **ALL**
team members will respond to at least two other classmates' postings according to the designated date and time (online).

**NOTE:** Candidates in face-to-face classes will bring a hard copy of the table and summary to class on the designated day and time.

**6. Discussion 6: Tweet/Comprehension Article** - 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).

**Instructions:** To complete this discussion, each team must access databases such as Academic Search Complete, Google Scholar and ERIC to locate an article on comprehension of upper elementary grades (4-8). Read and summarize the article. Send a Tweet to an educator forum regarding what information from the article stood out the most from your team.

This week’s Discussion Director will collaborate with team members and email me the task each member will complete. Further, the Discussion Director will screen shot both the tweeted message and the article abstract or title page. Copy both screen shots into the same Microsoft Word document. Upload the word document to the Discussion board along with a 2-3 sentence summary of the team’s comprehension article by the due date and time (online). Remember to respond to at least two classmates’ tweets.

**NOTE:** Candidates in face-to-face classes will bring their comprehension articles and Tweets to class on the designated day and time.

**7. Discussion 7: Research & Inquiry Parent Newsletter** - 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).

**Instructions:** To complete this discussion, you must refer to your Reading Workshop TEKS. You must create a simple newsletter to parents that explains your team’s assigned TEKS and also communicates to parents how they can support their child’s development of research & Inquiry skills.
The Discussion Director will coordinate this activity and email the professor each team member's responsibility in order to accomplish this task. The Discussion Director will be responsible for uploading the team's newsletter to the Discussion board by the due date and time (online).

**NOTE:** Candidates in face-to-face classes will bring their Research & Inquiry Newsletters to class on the designated day and time.

8. **Discussion 8: Pre-Assessments & Intervention Plans** - 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).

**Instructions:** To complete this discussion, EC-6 majors must share their “Small Group Pre-assessment Data Reflection” from ECH 350. Prepare to talk about the three assessments administered, students’ strengths and weaknesses, and your reactions to this process.

Post to the discussion board by the designated day and time (online). Remember to respond to at least two classmates' reflections.

Special Education and other majors must discuss assessments given to determine a student's eligibility for services in language arts. Screenshot the front cover of the assessment and upload with a brief reflection.

**Note:** Online classes will post responses and documents to the discussion board by the due date and time. Also, online candidates will respond to at least two classmates’ documents. Face-to-face classes will bring their “Small Group Pre-assessment Data Reflection” to class.

9. **Discussion 9: TEKS & Lesson Planning OR IEP Components** - 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).

**Instructions:** To complete this discussion, EC-6 candidates must discuss one of their small group lesson plans. They will share the TEKS, ELPS, learning objective, and assessment of the learning objective.

Special Education and other candidates must share and explain the components of an Individualized Education Plan (IEP)

**Note:** Online classes will post responses and documents to the discussion board by the due date and time. Also, online candidates will respond to at least two classmates’ documents. Face-to-face classes will bring their lesson plans to class.

10. **Discussion 10: Impact of K-12 Visual**- 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 1.2.3; ACEI 1; InTACS 1).

**Instructions:** For this discussion, EC-6 candidates must create a visual that shows how a teacher impacts student achievement. (1) You pre-assessed, (2) constructed an intervention plan based on pre-assessment data, (3) developed learner-centered lesson plans and reflected, (4) ongoing assessment of learning objectives, and (5) post assessed. Use technology to create this visual and label each part. Post your visual to the Discussion Board by the designated date and time (online candidates).

**NOTE:** Candidates who are Special Education majors must create a visual that explains the IDEA law. Candidates in face-to-face classes will bring their visuals to class on the designated date and time.

**Exams:**

1. **Exam 1:** This exam assesses candidates’ understanding of the expectations for RDG 322.

   (Content from RDG 322 Course Syllabus)

2. **Exam 2:** 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)

3. **Exam 3:** 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)

4. **Exam 4:** 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)

5. **Exam Contract:** 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).

**Instructions:** To fulfill requirements for the Reading Workshop Exam Contract, you must read the instructor’s comments on Draft 1 of your lesson plan and then make revisions, prior to your conference with the instructor. You should check the presentation schedule and schedule your required workshop conference at least one week before your presentation. Bring your laptop or tablet to the workshop lesson conference so that you can show the instructor your revised copy. A zero will be assigned for the Reading Workshop Exam Contract if the lesson plan has not been revised based on the instructor’s detailed comments prior to the conference. If you miss your scheduled Workshop conference, you will also receive a zero for the Exam contract. Reviewing the example lesson will also help with revisions.
Exam 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; Text Structure; Content from Chapters 8-13/STW book; Chapter 3/BLT book; Chapters 7 and 14/STEL book)

6. Exam 6: 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).

(Chapters 14 & 15 (STW book); Content from Literacy Development and Technology Concepts Modules)

IV. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. When an assignment is graded, immediately look at it and any comments. If you have a question about a grade or feel it is incorrect, bring this to the instructor’s attention within ONE WEEK of the grade posting. **DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE.** To calculate your grade, add the total number of points you earned and divide by the total number of points you could have earned.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 1: Reading Life Introduction</td>
<td>3</td>
<td>Wed/Thurs, Jan. 28/24 during class</td>
</tr>
<tr>
<td>Discussion 2: Tweet/Vocabulary Strategies</td>
<td>3</td>
<td>Wed/Thurs, Jan. 30/31 during class</td>
</tr>
<tr>
<td>Discussion 3: Tweet/Research &amp; Study Skills</td>
<td>3</td>
<td>Wed/Thurs, Feb. 6/7 during class</td>
</tr>
<tr>
<td>Discussion 4: Literature Circles &amp; Metacognitive Skills</td>
<td>3</td>
<td>Wed/Thurs, Feb. 20/21 during class</td>
</tr>
<tr>
<td>Discussion 5: Continuum of Comprehension TEKS Visual</td>
<td>3</td>
<td>Wed/Thurs, Feb. 27/28 during class</td>
</tr>
<tr>
<td>Discussion 6: Tweet/Comprehension Article</td>
<td>3</td>
<td>Wed/Thurs, Mar 6/7 during class</td>
</tr>
<tr>
<td>Discussion 7: Parent Newsletter/Research &amp; Inquiry</td>
<td>3</td>
<td>Wed/Thurs, Mar 13/14 during class</td>
</tr>
<tr>
<td><strong>Discussion 8:</strong> Pre-Assessment &amp; Intervention Plan OR Sped Assess.</td>
<td>3</td>
<td>Wed/Thurs, April 3/4 during class</td>
</tr>
<tr>
<td><strong>Discussion 9:</strong> TEKS &amp; Lesson Planning OR IEP</td>
<td>3</td>
<td>Wed/Thurs, April 17/23 during class</td>
</tr>
<tr>
<td><strong>Discussion 10:</strong> K-12 Impact Visual OR IDEA Law</td>
<td>3</td>
<td>Wed/Thurs, April 24/25 during class</td>
</tr>
<tr>
<td><strong>Presentation: Workshop Lesson</strong></td>
<td>6</td>
<td>Monday, Mar. 4 - Thurs. May 9</td>
</tr>
<tr>
<td><strong>Dropbox: Reading Workshop Research Lesson (DRAFT 1)</strong></td>
<td>6</td>
<td>Sunday, Feb. 17 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Dropbox: Reading Workshop Research Lesson (FINAL DRAFT)</strong></td>
<td>6</td>
<td>Sunday, May 5 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Dropbox: PD/CITI Program Research Training</strong></td>
<td>10</td>
<td>Sunday, April 14 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Dropbox: STAAR Compare &amp; Contrast Paper</strong></td>
<td>10</td>
<td>Monday, May 13 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Exam 1: Syllabus</strong></td>
<td>4</td>
<td>Monday, Jan. 28 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td>5</td>
<td>Monday, Feb. 4 (11:30 PM)</td>
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<tr>
<td><strong>Exam 3</strong></td>
<td>5</td>
<td>Monday, Feb. 11 (11:30 PM)</td>
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<tr>
<td><strong>Exam 4</strong></td>
<td>5</td>
<td>Monday, March 4 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Exam Contract</strong></td>
<td>2</td>
<td>Beginning March 4 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Exam 5</strong></td>
<td>5</td>
<td>Monday, April 22 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Exam 6</strong></td>
<td>5</td>
<td>Thursday, May 16 (11:30 PM)</td>
</tr>
<tr>
<td><strong>Course Evaluation</strong></td>
<td>1</td>
<td>Friday, May 3 (11:30 PM)</td>
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<tr>
<td><strong>Honors Projects</strong></td>
<td></td>
<td>Monday, May 13 (11:30 PM)</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
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</table>

No Late Assignments will be accepted for credit in RDG 322!!
Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>69% and Below</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar: 

RDG 322 Timeline
<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Required Readings</th>
<th>Assignment Due Dates &amp; Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Before</td>
<td>• Preparing for TExES PPR Exam</td>
<td>• <strong>Discussion 1:</strong> Reading Life Intro, Due: Wed or Thurs, January 28 or 24 during class</td>
</tr>
<tr>
<td>Class Begins</td>
<td>• Writing Expectations</td>
<td>• <strong>Two Responses:</strong> Due: Wed or Thurs, January 28 or 24 during class</td>
</tr>
<tr>
<td><strong>Week 1</strong> (Jan 22 &amp; 24)</td>
<td>• Week 1 Modules</td>
<td>• <strong>Exam 1:</strong> Opens Monday, January 21 &amp; closes Monday, January 28 on or before 11:30 PM</td>
</tr>
<tr>
<td></td>
<td>• Dr. Williams’ Reading Life</td>
<td>• <strong>Remember to purchase a biography for your Workshop Lesson!</strong></td>
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<td></td>
<td>• Chapter 1: Reading is Thinking, pp. 3-12 (STW book);</td>
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<tr>
<td></td>
<td>• Chapter 2: Reading is Strategic, pp. 13-24 (STW book);</td>
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<tr>
<td></td>
<td>• Discussion 1: Reading Life Intro, Due: Wed or Thurs, January 28 or 24 during class</td>
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<td></td>
<td>• Two Responses: Due: Wed or Thurs, January 28 or 24 during class</td>
<td></td>
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<tr>
<td><strong>Week 2</strong> (Jan 29 &amp; 31)</td>
<td>• Week 2 Modules</td>
<td>• <strong>Exam 2:</strong> Opens Monday, January 28 &amp; closes Monday, February 4 on or before 11:30 PM</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary Development Module</td>
<td>• <strong>Remember to purchase a biography for your Workshop Lesson!</strong></td>
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<td></td>
<td>• Chapter 3: Comprehension at the Core: Building Knowledge Through Thinking-Intensive Reading, pp. 25-37 (STW book)</td>
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<td></td>
<td>• Chapter 4: Twenty-First Century Reading: Books &amp; Beyond, pp. 39-56 (STW book)</td>
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<td></td>
<td>• Discussion 1 (continue)</td>
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<td></td>
<td>• <strong>Discussion 2:</strong> Tweet/Vocabulary Strategies, Due: Wed or Thurs, January 30 or 31 during class</td>
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<td></td>
<td>• Two Responses: Due: Wed or Thurs, January 30 or 31 during class</td>
<td></td>
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<tr>
<td></td>
<td>• <strong>Exam 2:</strong> Opens Monday, January 28 &amp; closes Monday, February 4 on or before 11:30 PM</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong> (Feb 5 &amp; 7)</td>
<td>• Week 3 Modules</td>
<td>• <strong>Remember to reflect on your Workshop lesson before submitting!!</strong></td>
</tr>
<tr>
<td></td>
<td>• PD: CITI Program Research Training</td>
<td>• <strong>Exam 3:</strong> Opens Monday, February 4 &amp; closes Monday, February 11 on or before 11:30 PM</td>
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<tr>
<td></td>
<td>• Read Chapter 14: Researcher’s Workshop: Inquiry Across the Curriculum, pp. 253-271 (STW book)</td>
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</table>
### Week 4
**(Feb 12 & 14)**
- Reading Workshop Modules
- Article: Making Connections: A Workshop for Adolescents Who Struggle with Reading
- Article: Middle Ground: Confessions of a High School Teacher

### Dropbox: Draft 1:
Reading Workshop Research & Inquiry Lesson with **Reflection**, Due Sunday, February 17 at 11:30 PM

### CITU Program Training:
Complete 2/9 Modules, Transcripts Due to Dropbox Sunday, April 14 on or before 11:30 PM

### Week 5
**(Feb 19 & 21)**
- Week 5 Modules (Literature Circles)
- Chapter 5: Effective Comprehension Instruction: Teaching, Tone, and Assessment Text, pp. 57-70 (STW book) &
- Chapter 6: Instructional Practices for Teaching Comprehension, pp. 73-85 (STW book)
- Article: Talking About Talk: Reclaiming the Value and Power of Literature Circles
- Article: Student Choice in Literature Circles in the Middle-School Classroom
- Text Structure

### Discussion 4:
Literature Circles & Metacognitive Skills, Due: Wed or Thurs, February 20 or 21 during class

### Two Responses:
Due: Wed or Thurs, February 20 or 21 during class

### CITU Program Training:
Complete 3/9 Modules, Transcripts Due to Dropbox Sunday, April 14 on or before 11:30 PM

### Week 6
- Week 6 Modules

### Discussion 5:
Continuum of Comprehension
| Week 7 (Mar 5 & 7) | • Week 7 Modules  
• Chapter 8: Activating, Connecting, and Building: Why Background Knowledge Matters, pp. 105-124 (STW book)  
• Chapter 7: Literacy Instruction for English-Language Development, pp. 167-168 & 172-179 (STEL book)  
| Week 8 | • Week 8 Modules  
| • Discussion 6: Tweet/Comprehension Article, Due: Wed or Thurs, March 6 or 7 during class  
• Two Responses: Due: Wed or Thurs, March 6 or 7 during class  
• CITI Program Training: Complete 5/9 Modules, Transcripts Due to Dropbox Sunday, April 14 on or before 11:30 PM  
| • Exam Contract/Reading Workshop Research Lesson- Grade will be assigned after conference with professor, beginning Monday, March 4 at 3:00 PM  
• Workshop Presentations (3-4)  
<p>| • Discussion 7: Parent Newsletter/Research &amp; |</p>
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mar 26 &amp; 28)</td>
<td>(Apr 2 &amp; 4)</td>
</tr>
</tbody>
</table>
| **Week 9 Modules**  
Chapter 3: What Should I Know About Teaching Methodologies, pp. 73-76 (BLT book)  
Chapter 14: Building a Community of Learners, pp. 73-76 (STEL book) | **Week 10 Modules**  
Chapter 11: Determining Importance in Text: The Nonfiction Connection, pp. 185-210 (STW book) |
| **Discussion 8:** Pre-Assessment & Intervention Plan, Due: Wed or Thurs, April 3 or 4 during class | **CITI Program Training:** Complete Final |
| **Two Responses:** Due: Wed or Thurs, March 13 or 14 during class | **CITI Program Training:** Complete 6/9 Modules, Transcripts Due to Dropbox Sunday, April 14 on or before 11:30 PM |
| **Workshop Presentations (3-4)** | **Workshop Presentations (3-4)** |

**Mar 16-24**

**SPRING BREAK**

**BE SAFE & HAVE FUN!!!**
| Week 11 | Week 11 Modules  
Chapter 12: Summarizing and Synthesizing Information: The Evolution of Thought, pp. 211-234 (STW book) |
<table>
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</thead>
<tbody>
<tr>
<td>Workshop Presentations (3-4)</td>
<td></td>
</tr>
</tbody>
</table>

| Week 12 | Week 12 Modules  
|---------|--------------------------------------------------------------------------------------------------|
| Discussion 9: TEKS, Lesson Planning, & IEP, Due: Wed or Thurs, April 17 or April 23 during class  
Two Responses: Due: Wed or Thurs, April 17 or 23 during class  
Exam 5: Opens Monday, April 15 & closes Monday, April 22 on or before 11:30 PM  
Course Evaluation: Complete by Last day of class or Friday May 3 |

Quizzes 9/9, Transcripts Due to Dropbox Sunday, April 14 on or before 11:30 PM
| Weeks 13 (Apr 23 & 25) | **Week 13 Modules**  
(OLD) Chapter 14: Reading to Understand Textbooks, pp. 233-238 (STW book) | **Workshop Presentations (3-4)**  
Discussion 10: Impact of K-12 Visual, Due: Wed or Thurs, April 24 or 25 during class  
Two Responses: Due: Wed or Thurs, April 24 or 25 during class  
Workshop Presentations (3-4) |
|---|---|---|
| **Week 14 (Apr 30 & 2)** | **Week 14 Modules**  
(OLD) Chapter 15: The Genre of Test Reading, pp. 239-252 (STW book)  
4th Grade STAAR  
7th Grade STAAR | **Dropbox & Livetext**: Final Draft/Reading Workshop Research Lesson & Reflection, Due Sunday, May 5 on or before 11:30 PM  
Dropbox: STAAR Compare/Contrast 3 to 5-Page Paper with Completed 4th or 7th Grade STAAR Assessment Answers, Due Monday, May 13 on or before 11:30 PM  
Course Evaluation: Complete by last day of class or Friday, May 3  
Workshop Presentations (3-4) |
| **Week 15 (May 7 & 9)** | **Week 15**  
Modules and watch videos (Literacy development & Technology) | **Dropbox: STAAR Compare/Contrast 3 to 5-Page Paper** with Completed 4th or 7th Grade STAAR Assessment Answers, Due Monday, |
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. The LiveText assignment for RDG 322 is the Reading Workshop Research Lesson (Final Draft).

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.

VI. Required Textbooks (including children’s books, websites, articles, etc.):

- **Biography** of your choice on 5th grade level or higher. 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 and Literature Circles. **You will need this book ALL semester in and out of class.**

- **Twitter Account:** Throughout the semester, you will Tweet with other educators in order to enhance your professional learning and collaboration in research, vocabulary, and comprehension.

**Recommended Readings:**


This course provides an APA Module so you may not need this textbook.


- T-Cert PPR Test Preparation. $30.00 fee for 60-day access

VII. Course Evaluations:

Near the final week 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! **You will receive 1 point for participation.**

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 https://www.sfasu.edu/policies**

**A. 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 and in determining final grades. **Attendance is imperative. On the third absence, the candidate’s grade will be lowered by one letter.** On the sixth absence, the candidate’s final grade is lowered by two letters. Leaving class early will be counted as tardy or absent.

Every three tardies will equate to a **5-point deduction** from the final grade points. For example: 3 tardies=5-point deduction and 6 tardies=10-point deduction.

Students may be excused from attendance for reasons such as hospitalization or student participation in approved university-sponsored events with appropriate documentation. 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.

**B. 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/.

C. 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; and/or;
- 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; and/or,
- 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).

D. 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.

E. **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. **Five (5) points will be deducted for each act of unacceptable behavior such as cell phone usage during class, talking after the refocus tool has sounded, talking during the instructor’s lecture, and/or talking during other students’ presentations. Off-topic content during team collaboration and attempting to complete unrelated assignments are considered unacceptable behavior.** This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**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 322.
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.

**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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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.texes.ets.org/registrationBulletin/ <http://www.texes.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.