I. Course Description

An examination of literacy instructional practices that support, engage, and nurture readers across the learning continuum.

There is one Live Text assignment related to accountability and accreditation.

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

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

During face-to-face classes, candidates involve with interactive lectures, small group and whole class discussions, as well as, presentations. To prepare for in-class participation, candidates are required to spend a minimum of 3 hours outside of class reading course modules and completing related exams. Additionally, candidates in face-to-face classes utilize outside of class time for researching and developing lesson plans, creating materials for lesson plan presentations, collaborating with team members on group assignments, and completing online CITI program research modules. Group assignments involve Twitter discussions, writing literature discussion and STAAR Compare/Contrast papers. Further, candidates are required to take the 4th and 7th grade STAAR release tests. Candidates must familiarize themselves with the workshop lesson presentation rubric to prepare for self-evaluation, peer-evaluation, and professor evaluation.

Note: There are course fees for the face-to-face version of RDG 322 in the amount of $10.00.
Online version of the RDG 322 course contains content that includes the same information provided in face-to-face lecture courses. Candidates taking this course online are required to engage independently reading course modules and completing related exams. Additionally, candidates in online classes utilize time reading a self-selected autobiography/biography, researching and developing a reading workshop lesson. Concurrently with lesson planning candidates involve with several content-related digital poster presentations, parent-communication discussions, writing literature 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.

Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)

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

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

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

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 1.1.2 Assessment- Benchmark II – TExES EC12 PPR Exam
SLO 1.2 The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
SLO 1.2.1 Assessment- Exam 5 (PPR 3.4k)
SLO 1.2.2 Assessment- Discussion 9/TEKS and Lesson Planning (PPR 3.8k, 3.1s, 13s)
SLO 1.2.3 Assessment- Discussion 10/Impact of K-12 Visual (PPR 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s; [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b)].)
SLO 1.2.4 Assessment- Reading Workshop Research Lesson (PPR 3.8k, 3.1s, 13s)
PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 3, 4, 5, 7, 8)
SLO 3.1 Candidates understand that literacy develops over time and progresses from emergent to proficient stages, and that teachers use a variety of contexts to support the development of young students’ literacy
SLO 3.1.1 Assessment- Discussion 1/Reading Life (ELAR 4.5k; PPR 2.4k)
SLO 3.1.2 Assessment- Discussion 4/Literature Circles and Figure 19 (PPR 2.7k)
SLO 3.1.3 Assessment- Discussion 8/ Pre-Assessments & Intervention Plan (ELAR 4.2k; 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.
SLO 3.4.1 Assessment- Reading Workshop Research Lesson (ELAR 11.3k, 4k, 1s, 2s, 3s, 6s)
SLO 3.4.2 Assessment- Exam 3 (ELAR 11.3s)
SLO 3.4.3 Assessment- Exam 5 (ELAR 11.3s)
SLO 3.5 All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
SLO 3.5.1 Assessment- Exam 6 (TS 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s; ISTE 3d, 2a, 2b, 2c, 4c; 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 3.5.2 Assessment- Discussion 10/Impact of K-12 Visual (Tech 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s)

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

SLO 4.1 Candidates will understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

SLO 4.1.1 Assessment- Discussion 8/Pre-Assessment and Intervention Plan (ELAR 10.4k, 6k; PPR 1.21s; 29s; TS1Cii; TS1Ciii; TS1Fiii, TS5Bi, TS5Di)

SLO 4.1.2 Assessment- Discussion 9/TEKS and Lesson Planning (PPR 1.25k, 1.6s. 7s, 13s, 29s; TS3Bi; TS1Cii; TS1Fiii, TS5Bi, TS5Di; InTASC 6a, e, f, g, j, k)

SLO 4.1.3 Assessment- Exam 4 (ELAR 10.5k)

SLO 4.1.4 Assessment- Reading Workshop Research Lesson (PPR 1.6s, 7s, 13s, 21s, 29s)

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)

SLO 5.1.1 Assessment- Discussion 2/Vocabulary Development Tweet (ELAR 4.13s)

SLO 5.1.2 Assessment- Discussion 3/Research and Inquiry Tweet (ELAR 11.5s; [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b)].)

SLO 5.1.3 Assessment- Discussion 6/Comprehension Article Tweet (ELAR 4.13s, 7.16s; InTASC 9i, n, 10o [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b)].)

SLO 5.1.4 Assessment- Discussion 7/Research and Inquiry Parent Newsletter (ELAR 11.4s; [T6.1k (ISTE 2c); T6.2k (ISTE 2c); T6.25s (ISTE 3d); T7.4k (ISTE 5b, 6a); T7.5k (ISTE 5b, 6a); T7.6k (ISTE 5b, 6a); T7.10s (ISTE 5b)].)

SLO 5.1.5 Assessment- PD: CITI Program Training Certificates (PPR 4.13s)

SLO 5.1.6 Assessment- Exam 2 (ELAR 12.7k, 8k, 12.5s)

SLO 5.1.7 Assessment- Presentation of Workshop Lesson (ELAR 11.4s, 5s)

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.
II. Course Assignments, Activities, Instructional Strategies, use of Technology

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

- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by 11:59 PM of the stated due date. 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 internet services are down, send your assignment 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. Please leave enough time for unexpected delays such as computer updates, problems with file formatting, etc.

No Late Assignments will be accepted for credit in RDG 322 unless appropriate documentation is provided or you have communicated before the due date/time with the professor and received approval. If you feel that an extension is needed for a specific assignment, you will need to communicate with the professor before 5:00 on Friday afternoon. Extensions will not be granted after this time. This policy allows for equity and prevents the professor from having to make difficult “judgement calls”.

Dropbox Assignments:

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: In order to complete this assignment, you must use the 5th-grade Research/Inquiry TEKS and student expectations contained in this module. Once you identify your TEKS and student expectation, begin to develop a Reading Workshop Lesson Plan to teach the same student
expectation. If you need additional assistance writing a lesson plan, see the sub-module contained in week 4. Use the Lesson Plan Guide to help you with each section of your lesson plan. Download a copy of the Lesson Plan Template and fill it in with your plan. Please include a copy of your assessment tool in the same document. You will upload the document to the Dropbox by the due date in order to receive credit. Remember, this is Draft 1. I will provide feedback on your lesson plan before you are asked to submit the final draft. In this draft, I am specifically looking to see that you chose one 5th grade research and inquiry TEKS, developed a learning objective for your lesson that directly related to that TEKS, and have provided a way to assess student mastery of the identified learning objective.

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/watch the instructor’s feedback and make revisions. Also, invite a colleague or friend to proofread your lesson. Lessons with the same errors as Draft 1 will receive no credit. Remember to 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, **Elementary Ed.** majors must upload the Final Draft of the Reading Workshop Research Lesson Plan to LiveText. **If you fail to submit the final draft to LiveText or submit the wrong assignment to LiveText, you will receive an “F” in RDG 322. Special Ed. majors do not need to upload into LiveText.**

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 choose one fiction and one nonfiction passage from the 4th grade test and one fiction and one nonfiction passage from the 7th grade test. This will give you a total of four passages to work with.

You will take the STAAR release test located in the content module by Wednesday, 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
After taking the released test, write a compare and contrast 3 to 5-Page paper that follows APA 6th edition guidelines. The appendix section should include a screen shot of the 4th or 7th grade answer document for the tests you completed.

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:
  
  "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:

  **Social and Behavioral Responsible Conduct of Research- RCR**

- For each of the other questions, you should click “Not at this time. Thank you.”

- This course includes 9 modules. Please read each module and complete the quiz at the end of each module.

- You must achieve at least 80% the final quizzes to receive full credit for this assignment.

- To receive the 10 points for this professional development, you must scan or screen shot your final transcript showing acceptable quiz scores for each module.

- You must complete all 9 modules in the Social and Behavioral Responsible Conduct of Research.

- Upload the transcript image to the Dropbox by the due date and time.

**Discussions:** For each assigned discussion, please respond to at least two classmates’ posts.

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: For this discussion, you will introduce yourself by sharing about your “Reading Life”. You will create a one-page digital poster to share with your classmates. This is our way to get to know you, so please be creative and provide information that will help us know you more. Make your poster colorful and interesting. You may use Microsoft Word, PowerPoint, or any other program you choose. Your digital poster must be saved as a PDF document and attached to the discussion post. You will need to write something in the discussion box in order for D2L to accept your post. You may write something like, "My poster is attached" or something similar.

Please include the following:

Introduction: name, major, where you live any other information about yourself that you would like to share
Your Reading Life: share your feelings about reading at this point in your life, what/if you love to read
You as a Teacher: your thoughts about reading and literacy instruction in your future as a teacher
Picture of You

Remember to respond to at least two classmates’ posts.
Please use your first and last name as the subject line of your post (i.e. Susy Bookworm).

2. Discussion 2: 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: For this week's discussion, identify one comprehension instructional strategy you read about this week in STW chapter 6. In three thoughtful paragraphs:

- identify and explain the strategy (What is it called? How do you use it in the classroom?)
- describe it’s intended purpose (Why are you implementing this strategy? What do you hope your student's gain/learn?)
- explain why you chose this strategy (Why do you feel it is effective? Defend its use in the classroom with support from the text or other sources.)

This post is your method of communicating your understanding of the content. Please provide evidence of the depth of thought and consideration of effective classroom application. Your post should be a minimum of 300 words in length and fully explain your thinking.

Then, please respond to at least two classmates’ postings with one paragraph containing relevant questions or comments.

3. Discussion 3: Inquiry and Research in the Curriculum- 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:** Write a paragraph about what you learned about incorporating inquiry and research skills into your classroom curriculum. Some things to consider and address:

- Were you surprised by the standards?
- Do you feel that inquiry and research skills are essential components of the curriculum?
- What are some ways to incorporate the practice and development of these skills into your classroom?
- How could you differentiate instruction in this area for gifted, special needs, ELL students?
- Please submit a thoughtful and well-written response. Demonstrate your understanding of the topic by providing detail and support for your opinions. Your paragraph should be approximately 200 words in length or longer.
- Please respond to at least 2 classmates' posts.

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 this discussion, you will download the Literature Circles Template from this module. Complete the template with a plan for implementing Literature Circles in your classroom. Identify a theme for the Literature Circles. For the purpose of this assignment, assume that you are a fifth-grade teacher. Using the table below, read the 5th-grade ELAR comprehension TEKS and student expectations (ELAR 5.6). Develop a plan for how you will integrate four of the comprehension student expectations. Post your completed template to the discussion board by the due date and time. Please remember to respond to at least two classmates’ postings.

5. **Discussion 5: K-5 TEKS Comparison** - 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, you must examine the K-5 ELAR TEKS for literary
elements. Carefully compare the K-5 TEKS and choose one student expectation on which to focus. Use the Discussion Guide to compare your chosen student expectation as it is written for grades K-5.

Note: Please use professional reading vocabulary as you complete this assignment.

Please post this assignment to the discussion board before the due date and time. ALL members will respond to at least two other classmates' postings according to the designated date and time to receive full credit for this discussion post.

**Discussion 6: Comprehension Article and Summary** - 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, you will need to access databases such as Academic Search Complete, Google Scholar, and ERIC to locate a scholarly article on Reading Comprehension instruction for upper elementary grades (3-6). If you use an online journal, please make sure that it is scholarly and peer-reviewed. Do not use blogs or websites. Read and summarize the article.

Please screen shot the article abstract or title page. Copy the screenshot into a Microsoft Word document. Upload the word document to the Discussion board along with a 200-300-word summary of the comprehension article by the due date and time. Remember to respond to at least two classmates' posts.

**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 back to your Reading Workshop Lesson Plan. You will create a simple newsletter to parents that explains the TEKS you plan to use in the lesson and also communicates to parents at least one example of how they can support their child’s development of Research & Inquiry skills in relation to the work you are doing in class. This is a good way to strengthen the home/school connection in your classroom. Be sure to carefully edit your newsletter for typos and grammatical errors. Any time you send something home to parents, it should be error free. Some things to consider:

1. include your name and contact information/class email address
2. include the date or week of the school year
3. avoid “teacher language”. Parents may not know what “TEKS” are.
4. use easy to read fonts and colors
5. be specific when making suggestions or giving directions.
6. the primary caregiver is not always a parent. Sometimes fosters, grandparents, or aunts and uncles are the ones working with the student.
Remember to respond to at least two classmates’ posts.

**Discussion 8:** Assessments Used to Determine Student Need- 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, you will reflect on assessments you have had experience with as a pre-service teacher.

**EC-6 majors** will share their “Small Group Pre-Assessment Data Reflection” from ECH 350. Write 4 paragraphs:

1. give the name of one assessment that was administered
2. summarize the administration process for the assessment
3. reflect on the students’ strengths and weaknesses
4. discuss your reactions to this process

**Special Education and other majors** will research and discuss the way in which Special Education students are referred, assessed and assigned special services. Write 4 paragraphs:

1. List and Explain the Sp.Ed. referral/admission process
2. Consider and discuss the role you would play in the referral/admission process as a Sp.Ed. teacher in a school.
3. Consider and discuss how you would collaborate with the classroom teacher, parents and other Sp.Ed. professionals.
4. Discuss your reactions to this process.

**All teacher candidates need to post to the discussion board by the designated day and time. Remember to respond to at least two classmates’ posts.**

**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.

**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 one-page 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. Remember to respond to at least two classmates’ posts.

Candidates who are Special Education majors must create a one-page visual that explains the IDEA law.

Remember to respond to at least two classmates’ posts.

**Exams:**

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

**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)

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)

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)

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 complete the Reading Workshop Exam Contract, you must read the instructor’s comments on Draft 1 and then make revisions. If needed, schedule a meeting with the instructor to clarify questions regarding your lesson. Additionally, prior to submitting the final draft, you must invite a colleague or friend to read your workshop lesson and provide feedback based on the grading rubric. Reviewing the example lesson will also help with revisions. Following in-depth revisions, access the Exam Contract and complete on or before the due date and time.

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; Content from Chapters 8-13/STW book; Chapter 3/BLT book; Chapters 7 and 14/STEL book)

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

### III. Evaluation and Assessment (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 review it and read any feedback. 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><strong>Discussion 1:</strong> Reading Life Introduction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 2:</strong> Tweet/Vocabulary Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 3:</strong> Tweet/Research &amp; Study Skills</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 4:</strong> Literature Circles &amp; Metacognitive Skills</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 5:</strong> Continuum of Comprehension TEKS Visual</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 6:</strong> Tweet/Comprehension Article</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 7:</strong> Parent Newsletter/Research &amp; Inquiry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 8:</strong> Pre-Assessment &amp; Intervention Plan OR Sped Assess.</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Discussion 9:</strong> TEKS &amp; Lesson Planning OR IEP</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion 10:</strong> K-12 Impact Visual OR IDEA Law</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Dropbox:</strong> Reading Workshop Research Lesson (DRAFT 1)</td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Dropbox:</strong> Reading Workshop Research Lesson (FINAL DRAFT)</td>
<td>7</td>
<td></td>
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<tr>
<td><strong>Dropbox:</strong> STAAR Compare &amp; Contrast Paper</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Dropbox:</strong> PD/CITI Program Research Training</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 1:</strong> Syllabus</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td>5</td>
<td></td>
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<tr>
<td><strong>Exam 3</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 4</strong></td>
<td>5</td>
<td></td>
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<tr>
<td><strong>Exam Contract</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 5</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 6</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Course Evaluation</strong></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
<td></td>
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</tbody>
</table>
No Late Assignments will be accepted for credit in RDG 322 unless appropriate documentation is provided or you have communicated before the due date/time with the professor and received approval. If you feel that an extension is needed for a specific assignment, you will need to communicate with the professor before 5:00 on Friday afternoon. This policy allows for equity and prevents the professor from having to make difficult “judgement calls”.

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>

Professorial Judgment. There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than "objective criteria" reveal. In this course, your grade may improve if, for example, informal talks outside of class, or perceptive questions and creative answers indicate a significantly greater competence and understanding of the material than objectively demonstrated for that particular overall final grade of B, C, D, or F.

Drop Box Area. You will submit all assignments in the Drop Box area unless directed to submit in Discussions or other. Please remember to “save all documents submitted as” doc, jpg, or pdf. If using a cell photo, please be sure it is large and detailed enough for your professor to read easily.

Plan ahead and Save Copies. Technology is unreliable and so is life; plan and complete work ahead of time. Keep copies of all work submitted. Teachers are organized.

Mid-Semester Grades. Midterm grades will not be posted for RDG 322 (University Policy A-54 only requires this for 100-200 level courses). Because many of the (flexible number of) points you will earn during the first half of the semester are based on readings and quizzes designed to help you learn course material, the number of points you have acquired by mid semester may not accurately predict your grade at the end of the course, particularly because of the assignments and heavily weighted comprehensive final exam given at the end of the term intended to demonstrate mastery of course content learned over the entire semester.

Attendance Policy. University and department policies require evidence of attendance and participation of all students in all courses. Your completed assignments during the first weeks of class will be used in part to determine this (check timeline below). NOTE: Students must be attending and participating in all courses to qualify for and to receive financial aid. Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn. This includes ONLINE courses.
WEB CLASS - While this class meets online and some flexibility is offered, students are expected to check in minimally several times per week. Please log into the class early in the week to review the week’s assignments and expectations. Progress and visits are tracked and monitored closely. Candidates, who fall behind and complete much of the coursework late, may see their overall grade lowered. *Flexibility in this course is not an invitation to cram learning.* Please work ahead to avoid problems and to maximize your potential for learning in this class. More below in section V and you may read the SFA policy in section VIII.

IV. Course Calendar:

All course pages are maintained online in D2L: http://d2l.sfasu.edu

Follow the timeline and come to class (online or in person) and you should do well in this course.

LATE assignments – NO LATE WORK WILL BE ACCEPTED in RDG 320 unless accompanied with official excuse.

QUIZZES / exams may not be completed after the due date; check quiz link to learn dates available / take early if concerned

WORK AHEAD – You may submit assignments and take quizzes early.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READ this week</th>
<th>ITEMS</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Read Introduction to RQ 312 Module Overview of Week 1 Module <strong>Text:</strong> Strategies that Work Chapter 1: Reading is Thinking. <strong>Chapter 2:</strong> Reading is Strategic Chapter 3: Comprehension at the Core</td>
<td><strong>Exam 1</strong> Discussion 1: Reading Life’s Introduction Poster Please respond to at least 2 classmates’ posts.</td>
<td>Sunday, Jan 22 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Read All Week 2 Modules <strong>Text:</strong> Strategies that Work Chapter 4: Twenty-First Century Reading: Books and Beyond Chapter 5: Effective Comprehension Instruction: Teaching, Text, and Assessment Chapter 6: Instructional Practices for Teaching Comprehension Read: selected biography you plan to use as a mentor text for reading workshop Lesson Plan</td>
<td><strong>Exam 2</strong> Discussion 2: Vocabulary Strategies. Please respond to at least 2 classmates’ posts.</td>
<td>Sunday, Feb 3 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Read All Week 3 Modules</td>
<td><strong>Exam 3</strong> Discussion 3: Inquiry and Research in the Curriculum Please respond to at least 2 classmates’ posts.</td>
<td>Sunday, Feb 10 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Read All Week 4 Modules</td>
<td>CTTI Module 1-3 (suggested) Reading Workshop Lesson Plan Draft 1 Submitted to Dropbox</td>
<td>Sunday, Feb 17 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Read All Week 5 Modules <strong>Article:</strong> Talking about Talk: Reclaiming the Value and Power of Language Circles <strong>Article:</strong> Student Choice in Literature Circles in the Middle-School Classroom</td>
<td>CTTI Module 1-6 (suggested) Discussion 4: Literature Circles &amp; Metacognitive Comprehension Skills Please respond to at least 2 classmates’ posts.</td>
<td>Sunday, Feb 24 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Read All Week 6 Modules <strong>Article:</strong> Jigsaw Approach Brings Lessons to Life</td>
<td>Discussion 5: K-5 TEKS Comparison Please respond to at least 2 classmates’ posts. <strong>Exam 4:</strong> This exam will assess Weeks 4-6 Reading Workshop: Literature Circles; Jigsaw Reading, Chapters 5-7 (SWT book)</td>
<td>Sunday, March 3 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Read All Week 7 Modules <strong>Text:</strong> Strategies that Work Chapter 8: Activating, Connecting, and Building Why Background Knowledge Matters <strong>Text:</strong> Strategies for Teaching English Learners Chapter 7: Literacy Instruction for English Language Learners</td>
<td>CTTI Modules 1-9 (suggested) Discussion 6: Comprehension Article and Summary. Please respond to at least 2 classmates’ posts.</td>
<td>Sunday, March 10 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>All Week 8 Modules <strong>Text:</strong> Strategies that Work Chapter 9: Questioning: The Strategy that Propels Readers Forward <strong>Text:</strong> Strategies for Teaching English Learners Chapter 8: What Should I Know About Teaching Vocabulary <strong>Text:</strong> Strategies for Teaching English Learners Chapter 9: Teaching Grammar</td>
<td>Complete any unfinished CTTI Modules Discussion 7: Research &amp; Inquiry Parent Newsletter. Please respond to at least 2 classmates’ posts.</td>
<td>Sunday, March 17 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>All Week 9 Modules</td>
<td>Exam Contract / Reading Workshop Research Lesson - This can be found under the “Quizzes” tab. <strong>Strategies That Work Textbook:</strong> Chapter 10: Visualizing and Inventing: Making What’s Implicit Explicit <strong>Becoming a Language Teacher Textbook:</strong> Chapter 3: What Should I Know About Teaching Methodologies</td>
<td>Sunday, March 31 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>All Week 10 Modules</td>
<td>CTTI Program Training Complete all unfinished modules &amp; final quizzes. Take a screen shot of your final transcript showing all your names, modules completed and the grades you received for each quiz.</td>
<td>Sunday, Apr 7 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>All Week 11 Modules</td>
<td>Discussion 8: Assessments Used to Determine Student Need. Please respond to at least 2 classmates’ posts. <strong>Strategies That Work Textbook:</strong> Chapter 12: Summarizing &amp; Synthesizing Information / The Evolution of Thought</td>
<td>Sunday, Apr 14 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>All Week 12 Modules</td>
<td>Dropbox: Final Math/Reading Workshop Research Lesson &amp; Reflection ED Ed. Majors must submit to Dropbox as well. <strong>Strategies That Work Textbook:</strong> Chapter 13: Content Literacy</td>
<td>Sunday, Apr 21 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>All Week 13 Modules</td>
<td>Discussion 9: TEKS, Lesson Planning, &amp; IEP. Please respond to at least 2 classmates’ posts. <strong>Strategies That Work Textbook:</strong> Chapter 14: 2nd Edition Reading to Understand Textbooks (this chapter is a PDF file in the content module for week 13. It is not contained in your textbook)</td>
<td>Sunday, April 28 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>All Week 14 Modules</td>
<td>Discussion 10: Impact of K-12 Visual IDEA Law Visual Please respond to at least 2 classmates’ posts. <strong>Strategies That Work Textbook:</strong> Chapter 15: 2nd Edition The Genre of Test Reading (this chapter is a PDF file in the content module for week 14. It is not contained in your textbook)</td>
<td>Sunday, May 5 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>All Week 15 Modules and Videos</td>
<td>Dropbox: STAAR Compare/Contrast Paper Prepare for Exam 6</td>
<td>Sunday, May 12 11:59 PM</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td>All Week 16 Modules</td>
<td><strong>You must complete Exam 6 by 11:59 pm on THURSDAY, May 10!</strong> Have a wonderful Summer!</td>
<td>Sunday, May 19 11:59 PM</td>
</tr>
</tbody>
</table>
LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. The LiveText assignment for RDG 322 is the Reading Workshop Research Lesson (Final Draft). Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText 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.

Required Textbooks:

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

Recommended Readings:


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


- For additional ideas to help develop lessons, access the following websites: [www.readinga-z.com](http://www.readinga-z.com), [www.pinterest.com](http://www.pinterest.com), [www.teacherspayteachers.com](http://www.teacherspayteachers.com), or [www.fcrr.org](http://www.fcrr.org).

### V. 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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

**VIII: Student Ethics and Other Policy Information:**

See [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)  [http://www.sfasu.edu/judicial/policies.asp](http://www.sfasu.edu/judicial/policies.asp)

**Attendance Policy 6.7:**

**Class Attendance and Excused Absence: Policy 6.7**

Please also see section IV above for specifics for this online course. SFA policy reads: 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 & participation is tracked in D2L). 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 (in face to face classes). 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.

**Students with Disabilities:**

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 each semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids you wish to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilitiesservices/](http://www.sfasu.edu/disabilitiesservices/). Please Note: ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs with your professor to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP so some solution may be found.
Academic Integrity Policy 4.1:
Abiding by university policy on academic integrity is a responsibility of 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 (please let me know if any of this is not clear). NOTE: Turnitin may be used to detect plagiarism on submitted work for this course [http://turnitin.com/](http://turnitin.com/)

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).

If you have trouble completing an assignment in any course or fall behind, I want to help. Sometimes simply discussing how to go about writing papers or where to go for help can set you on the right track. I believe for the most part that students will NOT cheat if they know HOW to do what is asked of them. Please do not jeopardize your future; let’s talk.

Withheld Grades Policy 5.5:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
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. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

**Texas Certification/Licensing:**

**Undergraduate Teacher Certification.** The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand these policies and procedures
http://www.sfasu.edu/73.asp  http://www.sfasu.edu/coeadvising/266.asp  http://www.sfasu.edu/785.asp

**Prior to graduation.** To become a “certified teacher” in the state of Texas, all candidates must pass 2 state certification exams (one on CONTENT of which nearly a third of this course is evaluated AND one on PEDAGOGY). You may read about these exams and how to prepare for them by visiting the following link (scroll down to bottom of page) http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/ For example: EC-6 majors take test #191 (for their content). 4-8 “generalist” majors take #111 (content for their area) and Math 4-8 majors take test # 115 (math content). Notice for the EC-6 majors, that nearly a third of that test involves what is being taught in this RDG 318 course so make this course a priority and “save your notes!” All education majors must take the pedagogy test (PPR / pedagogy) which is test #160. Note: Both the PPR and content exams must be passed before SFA teacher candidates are permitted to student teach. Because SFA infuses ESL information into all courses, you may also wish to earn the ESL certificate (#193). Other links http://www.texas.ets.org/prepMaterials/ http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-practice-test/

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due (date will be given in relevant
courses). If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

SFA Links, Policies, DEADLINES, SFA Calendar.  http://www.sfasu.edu/registrar/194.asp http://www.sfasu.edu/52.asp http://www.sfasu.edu/297.asp This includes registration/withdraw dates, SFA calendar, financial aid, testing info, campus map, course info, student services, bookstore, student employment, etc.

Billing; Financial Aid; Register / Drop Classes http://degree.sfasu.edu/faqs.aspx
If you are late to purchase your books due to limited financial resources or other obstacles, consider using the (few) book samples reserved in the Resource Room, 2nd floor ECRC if you can come to the SFA campus.

AARC – Student Support. If you are experiencing difficulty in your courses or with “Academic English” and/or conventions of writing http://www.youtube.com/watch?v=SZsGF noeQ-U You may seek assistance at our award-winning campus Academic Assistance and Resource Center (AARC) ONLINE at 936-468-4108 http://library.sfasu.edu/aarc Make an appointment and read the rules for help: https://www.youtube.com/watch?v=srZmojZZiPk APA style help (scroll to bottom) http://www.sjsu.edu/writingcenter/handouts/ Take every opportunity to use these online supports and/or email me ahead of a due date for feedback on a particular assignment, if concerned. Some ideas are provided in LINKS (look upper right in D2L).

SFA ONLINE http://www.sfaonline.info/supportandtutorials-
Have a Question? http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu