RDG 415.501  
Language & Literacy III  
Spring 2019

Stephen F. Austin State University  
College of Education  
Department of Elementary Education

Instructor Information:

**Instructor:** Ronda McClain  
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Course Time & Location: online  
Credits: 3 credit hours

Course Description

RDG 415 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner.

Note: There is ONE LiveText assignment in this course.

**PRE-REQUISITES:** Admitted to Educator Preparation

RDG 415 Language and Literacy III 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. There is no course fee for the online sections of this class.

RDG 415 “Language and Literacy III” (3 credits). This version of the RDG 415 course contains content that includes the same information provided in face-to-face lecture courses requiring online students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. In addition to reading and researching course material, students spend a minimum of three hours weekly completing quizzes and/or writing assignments over the course content to demonstrate knowledge of the content. Students are also expected to maintain a personal writer’s notebook and produce weekly entries.
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

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

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards. RDG 415 is the reading course that focuses mainly on writing instruction and is one of the later reading courses taken.

Program Learning Outcomes 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; AMLE 1).

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

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2) Candidates will understand and use the central concepts, tools of inquiry, standards, and research/structures of content to plan and implement curriculum that develops all young students and adolescents’ competence in subject matter (AMLE 2).

- SLO 2.1 Candidates understand that language is different when considering spoken and written, physical writing of letters is taught, language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic,
phonetic, transitional, conventional), and types, purposes, audiences, and settings.

SLO 2.1.1 Assessment – Thoughts About Writing So Far Discussion (PLO 2)

SLO 2.1.2 Assessment – About Writing Quiz (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s) (EC6 & 4/8 PPR 3.3k, 3.3s)

SLO 2.1.3 Assessment – Writing Process Quiz (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s) (EC6 & 4/8 PPR 1.11k; INTASC 4o) (TS3Aiii)

SLO 2.1.4 Assessment – Writer’s Notebook Example Assignment (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s)

SLO 2.1.5 Assessment – Personal Narrative or Informational Text Assignment (ELAR EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k)

SLO 2.2 Candidates know and understand the terms syntax and vocabulary, how spelling develops and the relationships among spelling, phonological, graphophonic knowledge, alphabetic awareness, the importance of this relationship, and the use of writing conventions.

SLO 2.2.1 Assessment – Writing Pre-Test (quiz and LiveText assignment)(PLO 2)

SLO 2.2.2 Assessment - Spelling Quiz (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k)

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

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

SLO 3.1 Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) that assists students in developing competence in written communication.

SLO 3.1.1 Assessment – Writing Workshop Quiz (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k. 2.8k, 2.10k, 2.1s, 2.6s, 2.10s, 3.6k, 3.4s) (InTASC 3d, 3k, 3p, 3o, 5c, 5d, 5f, 5m, 5o, 10o) (TS1Dii, TS4Aii, TS5Ciii)

SLO 3.1.2 Assessment - Workshop Minilesson Assignment with technology integration (ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s, 13s) (EC6 & 4/8 PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s) (InTASC 1a, 2a, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 2k, 2m, 3b, 3g, 3h, 3m, 4b, 4c, 4f, 4g, 4i, 4l, 4m, 4n, 4p, 4r, 5c, 5h, 5i, 5j, 5l, 5p, 5q, 6a, 6e, 6f, 6g, 6j, 6k, 6r, 7a, 7b, 7d, 7g, 7j, 7k, 7m, 7n, 7p, 8a, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g, 10j) (T7.2k (ISTE 1a, 4d, 5b); T7.3k (ISTE 5b); T7.5s (ISTE 5b); 7.9s (ISTE 5a, 5b, 5c)) (TEKS SYSTEM: minilesson addressing TEKS alignment, TEKS,
thinking level, learning objective, ELPS, language objectives)
PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4).

SLO 4.1 Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families.

- SLO 4.1.1 Assessment - Conference Assignment (ELAR EC6 8.9k, 3s, 7s, 10s, 9.5k, 7s; 4/8 5.12k, 1s, 7s, 8s, 14s)(EC6 & 4/8 PPR 3.14k, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s)(InTASC 1c, 1e, 3a, 3n, 6d, 6s, 10d, 10g, 10m, 10q)(TS1Fi, TS1Fii, TS4Di, TS5Biii, TS6Ci); [T2.6s (ISTE 7b); 7.14s (ISTE 7b)]

ESL SLO 4.2 Candidates know and understand all aspects of the TELPAS formal assessment system for the ESL Student.

ESL SLO 4.3 Candidates know and understand how listening, speaking, and reading relate to writing development, connect to the performance level descriptors (PLDs) used in the assessment of ELLs and articulate beginning, intermediate, advanced, and advanced high language acquisition levels relating to instructional strategies, and display the TEKS System: ELPS, language objectives.

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

- ESL SLO 4.2.1/4.3.1/4.4.1 Assessment – TELPAS Quiz (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c) (EC6 & 4/8 PPR 1.6k; TS2Biii) (InTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l)

- ESL SLO 4.3.2 Assessment – Language Proficiency Assignment (Texas ESL: 4.1k) (EC6 & 4/8 PPR 1.6k, 1.14k, 1.2s, 1.15s, 1.28s, 1.29s) (InTASC 2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 4i, 4l, 4m, 6e, 6u, 7b, 7g, 7j, 7l, 7n, 7q, 8b, 8k, 8l, 8p, 10j)(TS1Fiii, TS2Ai, TS2Bii, TS2Biii, TS2Ciii, TS5Bi, TS5Ci, TS5Ci, TS5Di).

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5).

SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development.

- O SLO 5.1.1 Assessment – Conference Assignment (which includes email text to families) (ELAR EC6 8.7s, 9.7s; 4/8 5.14s)

SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction.

- SLO 5.2.1 Assessment – Writing Professional Discussion (ELAR EC6 8.9s, 9.8s; 4/8 5.15s) (EC6 & 4/8 PPR 1.24k, 4.9k) (InTASC 3b)

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.
D2L Support -
RDG 415 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 415 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”.

DISCUSSIONS – (6 pts.)
- Thoughts About Writing So Far (PLO 2)(2 pts) – You will post your thoughts about writing based on your personal history of writing, your attitude survey, and the information you have read in The Reasons We Write module.
- Professional Writing (ELAR EC6 8.9s, 9.8s; 4/8 5.15s) (EC6 & 4/8 PPR 1.24k, 4.9k) (InTASC 3b) (4 pts) – You will write a discussion that considers what you have gained about the teaching of writing and how to collaborate with writing professionals and continue your growth as a teacher focused on the teaching of writing, no matter the content area in which you will teach.

DROPBOXES – (57 pts.)
- The Writers’ Notebook (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s) (7 pts.) – You will create an example of a Writer’s Notebook that will show crafting techniques and at least one of the entries will showcase a mentor text.
- The Personal Narrative or Informational Text Assignment (ELAR EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k) (InTASC 6e, 7l, 8b) (15 pts.) – You will create a
personal narrative or informational text that shows the steps in the writing process and will participate in self-assessment.

- Spelling & Conventions (ELAR EC6 9.3k, 5k, 6k, 7k; 4/8 5.1k, 3k, 5k, 10s, 11s) (10 pts.) – You will analyze a student writing example and respond to the stage of spelling, convention concerns, skills to be taught, and suggestions for needed minilessons.

- The MiniLesson (ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.1k, 10s, 11s, 12s, 13s) (EC6 & 4/8 PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s) (InTASC 1a, 2a, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 2k, 2m, 3b, 3g, 3h, 3m, 4b, 4c, 4f, 4g, 4i, 4l, 4m, 4n, 4p, 4r, 5c, 5h, 5i, 5j, 5l, 5p, 5q, 6a, 6e, 6f, 6g, 6j, 6k, 6r, 7a, 7b, 7d, 7g, 7j, 7k, 7m, 7n, 7p, 7q, 8a, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g, 10j) (T7.2k (ISTE 1a, 4d, 5b); T7.3k (ISTE 5b); T7.5s (ISTE 5b); 7.9s (ISTE 5a, 5b, 5c)) (TEKS SYSTEM: minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) (8 pts.) – You will create a Writing Minilesson Plan based on the planning format shown in this course for the grade level of your choice. You are to use writing TEKS for the grade level of your choice. You will also implement the Technology Applications TEKS into this lesson.

- The Writing Conference (ELAR EC6 8.9k, 3s, 7s, 10s, 9.5k, 7s; 4/8 5.12k, 1s, 7s, 8s, 14s)(EC6 & 4/8 PPR 3.14k, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s) (InTASC 1c, 1e, 3a, 3n, 6d, 6s, 10d, 10g, 10m, 10q) (TS1Fi, TS1Fi, TS4Di, TS5Biii, TS6Ci); [T2.6s (ISTE 7b); 7.14s (ISTE 7b)] (12 pts.) – You will review the student writing sample displayed in The Writing Conference Assignment Directions file. You will create a writing conference for this student, reflect upon the instruction, describe self- & peer editing (assessment), and will create text for an email to communicate the writing performance of this student to a family member.

- The Proficiency Levels Assignment (Texas ESL: 4.1k) (EC6 & 4/8 PPR 1.6k, 1.14k, 1.2s, 1.15s, 1.28s, 1.29s) (InTASC 2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2o, 4i, 4l, 4m, 6e, 6u, 7b, 7g, 7j, 7l, 7n, 7q, 8b, 8k, 8l, 8p, 10j) (TS1Fiii, TS2Ai, TS2Bii, TS2Biii, TS2Ciii, TS5Bi, TS5Ci, TS5Cii, TS5Di); TEKS System: ELPS, language objective. (5 pts.) – You will revisit your minilesson, read a scenario of an ELL, identify the proficiency level of the student, and add two strategies in these two sections of your minilesson (TEACHING; ACTIVE ENGAGEMENT) that meet the needs of this ELL.

QUIZZES – (37 pts.)

- About Writing (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s) (EC6& 4/8 PPR 3.3k, 3.3s) (8 pts.)
- Writing Process (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s) (EC6& 4/8 PPR 1.11k; INTASC 4o) (TS3Aiii) (8 pts.)
- Writing Pre-Test (PLO 2) (2 pts.)
- Spelling (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k) (T5.12s; ISTE 2c) (6 pts.)
- Writing Workshop (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.1s, 2.5s, 2.10s, 3.6k, 3.4s) (InTASC 3d, 3k, 3p, 4k, 6e, 5c, 5d, 5f, 5m, 6o, 10o) (TS1Dii, TS4Aii, TS5Ciii) (8 pts.)
- TELPAS (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c) (EC6 & 4/8 PPR 1.6k; TS2Biii) (InTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l) (5 pts.)

BONUS - 2 points for completing the ESL Certificate course.
- ESL Certificate Dropbox (PLO1) – This is totally optional! After you have completed
the ESL preparation course at the T-Cert site, you will receive a certificate of completion; upload the certificate. If you complete the free version provided in the course, you will create a score sheet and upload the completed, graded score sheet. TOTAL: 100 plus the 2 bonus points (2 for ESL Certificate)

Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

Evaluation and Assessment (Grading):

As a professional, it is your responsibility to keep up with 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.**

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415. There is ONE LiveText/Watermark assignments in this class (Writing Skills Pre-Test and the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the score on the Writing Skills Pre-test uploaded into LiveText/Watermark).

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

No Late Assignments will be accepted for credit in RDG 415 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>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<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 415 (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.

**Grading Rubrics:**

Discussions: **Thoughts About Writing So Far**

1 pt. - The reflection is original, an in-depth critical analysis, fully explained, directly aligned to assignment directions, detailed, and insightful

1 pt. - The posting is error-free (spelling, capitalization, punctuation, grammar) or minor errors do not interrupt
thoughts

Writing Professional

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

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

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

Dropbox:

**Writer’s Notebook**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entries</td>
<td>Three entries are present with numbers, dates, and titles. A small moment entry is displayed, and a crafting technique is displayed. Mentor texts are outlined by title and author on at least one entry. The entries show depth and a display of the crafting technique.</td>
<td>Three entries are present but numbers, dates, and titles may not be clearly defined or directions followed specifically. A small moment and at least one crafting technique entry is included. Mentor texts are outlined by title and author on at least one entry. The entries could show more depth, but a display of the crafting technique is shown.</td>
<td>Three entries may not be present. Numbers, dates, and titles are missing or have missing elements. Directions for the small moment, crafting technique and one with a mentor text may not be followed. The entries are skimpy and lack depth.</td>
</tr>
<tr>
<td>Convention/Appearance</td>
<td>Convention issues are limited but may occur since a notebook is a draft example of writing. The appearance of the notebook shows attention to detail and is pleasing to the eye. Effort has been shown to make this a good example of a notebook.</td>
<td>Too many convention errors are noted even for a draft copy. The appearance of the notebook is acceptable but lacks attention to detail. More effort could have been shown to make this a good example of a notebook.</td>
<td>Convention errors are extreme. The appearance is not pleasing to the eye. Little effort was shown to make this a good example of a notebook.</td>
</tr>
</tbody>
</table>

**Personal Narrative or Informational Text**

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The stage of spelling is listed and accurate. The characteristics for this stage are accurate and relate to the spelling skill listed. The strategy is accurate for including in a minilesson. The convention area listed is accurate; the convention strategy relates and is an excellent strategy for a minilesson. The table is labeled accurately, includes all required information, is attractive, and all conventions are accurate.</td>
<td>The stage of spelling is listed and accurate. The characteristics for this stage are accurate and relate to the spelling skill listed. The strategy is accurate for including in a minilesson. The convention area of concern is listed but could be more specific. The convention strategy could lead to a good minilesson but could be more specific and descriptive. The table is somewhat attractive and only minor convention errors are noted.</td>
<td>Required components are missing or inaccurate. The project lacks an attractive look; major convention errors are noted.</td>
</tr>
</tbody>
</table>

### MiniLesson

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

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

## Language Proficiency Rubric

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

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**Course Calendar:**

All course pages are maintained online in D2L: [http://d2l.sfasu.edu](http://d2l.sfasu.edu)

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

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>Module</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before Class Begins</td>
<td>Checklists: Before Class Begins</td>
<td>January 27 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Syllabus &amp; Timeline</td>
<td>Syllabus &amp; Timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LiveText</td>
<td>LiveText</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA</td>
<td>APA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: ESL Test Preparation Module</td>
<td>Optional: Review the Honors Contract Module.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reasons We Write</td>
<td>Discussion Board: Thoughts About Writing So Far</td>
<td>February 3 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reasons We Write</td>
<td>Quiz: About Writing</td>
<td>February 10 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checklist: Reasons We Write</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dropbox: Optional Honors Contract Topic</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Writing Process</td>
<td>Quiz: Writing &amp; Process</td>
<td>February 17 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checklist: The Writing Process</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Writer’s Notebook</td>
<td>Dropbox: Writer’s Notebook Example</td>
<td>February 24 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checklist: Writer’s Notebook</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Genres of Writing</td>
<td>No assignments due this week!</td>
<td>March 3 11:59 PM</td>
</tr>
<tr>
<td>7</td>
<td>Genres of Writing</td>
<td>Dropbox: Personal Narrative or Informational Text</td>
<td>March 10 11:59 PM</td>
</tr>
<tr>
<td>Week 8</td>
<td>Spelling &amp; Conventions</td>
<td>Quiz: Spelling Quiz – Writing Skills Pre-Test &amp; LiveText (Upload the Rubric for this test)</td>
<td>March 17 11:59 PM</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Spelling &amp; Conventions</td>
<td>Dropbox: Spelling &amp; Conventions Assignment Checklist: Spelling &amp; Conventions</td>
<td>March 31 11:59 PM</td>
</tr>
<tr>
<td>Week 10</td>
<td>Writing Workshop</td>
<td>Quiz: Writing Workshop Checklist: Writing Workshop</td>
<td>April 7 11:59 PM</td>
</tr>
<tr>
<td>Week 11</td>
<td>Minilessons to Teach Writing</td>
<td>You may want to make a point to use this week to ask questions about the mini-lesson before it is due next week.</td>
<td>April 14 11:59 PM</td>
</tr>
<tr>
<td>Week 12</td>
<td>Minilessons to Teach Writing</td>
<td>Dropbox: Minilesson Checklist: Minilesson</td>
<td>April 21 11:59 PM</td>
</tr>
<tr>
<td>Week 13</td>
<td>Writing Conferences</td>
<td>Dropbox: Writing Conference Checklist: Writing Conferences</td>
<td>April 28 11:59 PM</td>
</tr>
<tr>
<td>Week 14</td>
<td>ESL Writing Assessment</td>
<td>Dropbox: Language Proficiency Assignment Checklist: ESL Writing Assessment</td>
<td>May 5 11:59 PM</td>
</tr>
<tr>
<td>Week 15</td>
<td>ESL Writing Assessment Writing Professional &amp; Course Celebration</td>
<td>Quiz: TELPAS Due Discussion: Writing Professional Checklist: None Dropbox: Honors Project Due</td>
<td>May 12 11:59 PM</td>
</tr>
<tr>
<td>Week 16</td>
<td>ESL Test Preparation</td>
<td>Dropbox: ESL Certificate Checklist: None</td>
<td>May 16 11:59 PM</td>
</tr>
</tbody>
</table>
Required Textbooks:

- **1. LIVETEXT/Watermark** - 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 email to another account and do not receive an email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

- 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.

- **LiveText/Watermark Assignment in RDG 415: Writing Skills Pre-Test and Upload the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the Pre-Test score into LiveText/Watermark.**

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

- **RECOMMENDED (ESL Test Prep)**
- T-Cert ESL Test Preparation; $30.00 fee for 60-day access (Optional)


**Recommended Readings:**


**Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

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

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

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/disabilityservices/](http://www.sfasu.edu/disabilityservices/). 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 polity 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.

Student Code of Conduct Policy 10.4:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.
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/coe advising/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.texes-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.texes.ets.org/prepMaterials/ http://cms.texes-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.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 936-468-1740 or snyderkel1@sfasu.edu.
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, book store, 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=SZsGFnoeQ-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=srZmojZZtPk  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