Stephen F. Austin State University
Department of Education Studies

READ 4340.004, Language and Literacy III
Course Syllabus
Fall 2020
*This course section is part of an ongoing pilot program called C.R.E.A.T.E.
(Community Responsiveness and Engaged Teacher Advocacy in Teacher
Education), originally started in Fall 2018*

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Lauren Burrow</th>
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<td>Pronouns: she/her/hers</td>
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| Office Hours   | • Fridays, 9am – 200pm (virtual via GroupMe)  |
|                | • On-demand Zoom meetings requested via d2L/Remind.com |

| Email          | use email through d2L Reminder.com allows for real-time, 2-way communication between professor and student |

<table>
<thead>
<tr>
<th>Co-Instructor</th>
<th>Dr. Heather Olson Beal</th>
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COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>Synchronous ZOOM class meetings: Tuesdays/Thursdays [930 -1045am] [ZOOM Registration link available in d2L]</th>
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<tbody>
<tr>
<td>Course Location</td>
<td>Online</td>
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<td>Credit Hours</td>
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Prerequisites:
Admitted to Educator Preparation

1. Course Description:

READ 4340 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.

Diversity Statement.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

About C.R.E.A.T.E.

The Community Responsiveness and Engaged Advocacy in Teacher Education (C.R.E.A.T.E.) program track
seeks to better prepare Stephen F. Austin State University’s teacher candidates through partnership work with families and local community organizations. To learn more about this program track, visit: fb.me/CREATEatSFASU.

### Time Requirements and Credit Hours/Course Fees:

READ 4340 “Language and Literacy III” (3 credits) This version of the READ 4340 course contains content that includes the same information provided in face-to-face lecture courses requiring online students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. In addition to reading and researching course material, students spend a minimum of three hours weekly completing quizzes and/or writing assignments over the course content to demonstrate knowledge of the content. Students are also expected to maintain a personal writer’s notebook and produce weekly entries.

### II. Intended Learning Outcomes/Goals/Objectives:

This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

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

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards. READ 4340 is the reading course that focuses mainly on writing instruction and is one of the later reading courses taken.

### Program Learning Outcomes & Student Learning Outcomes:

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1).

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

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

- SLO 2.1 Candidates understand that language is different when considering spoken and written, physical writing of letters is taught, language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings.
  - SLO 2.1.2 Assessment – About Writing Quiz (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s,
5s, 6s) (EC6& 4/8 PPR 3.3k, 3.3s)
  o 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)
  o SLO 2.1.4 Assessment – Writer’s Notebook Weekly Entries (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8
      5.6k, 7k, 8k, 4s, 6s)
  o SLO 2.1.5 Assessment – Personal Narrative or Informational Text Assignment (ELAR EC6 8.2k, 3k, 4k; 4/8
      5.2k, 6k, 7k, 10s) (EC6 & 4/8 PPR 1.29k)

□ SLO 2.2 Candidates know and understand the terms syntax and vocabulary, how spelling develops
and the relationships among spelling, phonological, graphophonemic knowledge, alphabetic
awareness, the importance of this relationship, and the use of writing conventions.
  o SLO 2.2.1 Assessment – Writing Pre-Test (quiz and LiveText assignment) (PLO 2)
  o SLO 2.2.2 Assessment - Spelling Quiz (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k)
  o 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 X 3 (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, 7q, 8a, 8g, 8k, 8n, 8o, 8p, 8q, 8r, 9a, 9i, 10g, 10j) (TS2k (ISTE 1a, 1d, 5b); T7.2k (ISTE
      5b); T7.5s (ISTE 5b); T7.9s (ISTE 5a, 5b, 5c)] (TEKS SYSTEM: minilesson addressing TEKS alignment, TEKS,
      learning objective, ELPS)

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

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

  • SLO 4.1.1 Assessment - Conference Assignment (ELAR EC6 8.8k, 8.9k, 8.3s, 8.5s, 8.7s, 8.10s, 9.5k,
      9.7s 10.2s; 4/8 5.12k, 5.14s)(EC6 & 4/8 PPR 1.24k, 3.14k, 2.1s, 3.4s, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s,
      4.4s)(InTASC 1c, 1e, 3a, 3b, 3k, 3n, 3p, 5d, 5f, 5m, 5o, 6d, 6s, 10d, 10g, 10m, 10q) (TS1Fi, TS1Fii,
      TS4Aii, TS1Dii, TS4Dii, TS1Eii, TS5Biii, TS6Cii); [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.
O ESL SLO 4.2.1/4.3/4.4.1 Assessment – TELPAS Quiz (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s,
EL 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)TS1Fii, TS2Ai, TS2Bii, TS2Biii, TS2Ci, TS2Ci, TS5Bi, TS5Ci, TS5Cii, 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 8.8k, 8.9k, 8.3s, 8.5s, 8.7s, 8.10s, 9.5k, 9.7s 10.2s; 4/8 5.12k, 5.14s)(EC6 & 4/8 PPR 1.24k,
3.14k, 2.1s, 3.4s, 3.15s, 3.16s, 3.19s, 4.2k, 4.3s, 4.4s)(InTASC 1c, 1e, 3a, 3b, 3k, 3n, 3p, 5d, 5f, 5m,
5o, 6d, 6s, 10d, 10g, 10m, 10q)TS1Fii, TS1Fii, TS4Aii, TS1Dii, TS4Di, TS1Eii, TS5Biii, TS6Ci; [T2.6s (ISTE 7b); 7.14s (ISTE 7b)]
- SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing
instruction.
  - O SLO 5.2.1 Assessment – Writing Professional Discussion (ELAR EC6 8.9s, 9.8s; 4/8 5.15s)
(IEC6 & 4/8 PPR 1.24k, 4.9k) (InTASC 3b)

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

ZOOM

"This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty,
students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a
webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links
will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all
recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be
considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript,
please contact me immediately." (statement from CTL, 2020)

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online
Courses (adapted from University of Denver by CTL)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our
faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may
not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a
course without the express written permission of the faculty of record. This restriction includes but is not
limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
ASSIGNMENTS

Assignments, assessments, and discussion links will be presented in D2L and discussed by the professor prior to assignment. Work along at the course pace and your professor will open up and make available course assignments as you need them.

See Course Timeline (in d2L) detailing class assignment due dates.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Brief DESCRIPTION (details will be made available as assignments are introduced)</th>
<th>Percentage of Total Course Grade out of 100%</th>
</tr>
</thead>
</table>
| QUIZZES    | • 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)  
               • 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) (TS3Aiiii)  
               • Writing Pre-Test (PLO 2) **LIVE TEXT Assignment**  
               • Spelling (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k) (T5.12s; ISTE 2c)  
               • Writing Workshop (EC6 8.5k, 1s; 4/8 5.8k, 2s) (EC6 & 4/8 PPR 2.6k, 2.7k, 2.8k, 2.10k, 2.1s, 2.6s, 2.10s, 3.6k, 3.4s) (INTASC 3d, 3k, 3p, 3o, 5c, 5d, 5f, 5m, 5o, 10o) (TS1Dii, TS4Aii, TS5Ciiii)  
               • 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; TS2Biiii) (INTASC 2a, 2e, 2f, 2i, 2o, 4i, 4l) | 10% |
| WRITING TEACHER'S READY-TO-WRITE RESOURCE BINDER (AKA THE WRITER'S BINDER) | Throughout the semester you will learn about and then demonstrate learned knowledge by crafting multiple writing samples representative of the writing genres learned about in class. | 30% |
All of these writing samples will be submitted throughout the semester for FORMATIVE assessment (revisions may be required) and then earn a SUMMATIVE grade when assembled in the Writing Teacher’s Ready-to-Write Resource Binder (WTRWRBinder) towards the end of the semester.
**see the WTRWRBinder Contract Grading in d2l for grading details.

Examples of writing to be included in the WTRWRBinder (additional writings are included and explained in d2L):

- **Writing Across the Curriculum (PPR 3.6k, 3.8s; ELAR EC6 8.3k, 8.6s)**
- **(Personal) Narrative Writing (PPR 1.29k; ELAR EC6 8.2k, 8.3k, 8.4k; TECH 2.6s ISTE 7b)**
- **Social Media Writing (PPR 1.17k, 1.17s; ELAR EC6 8.8k, 8.5s; TECH 7.2k, 7.3k, 7.5s, 7.9s ISTE 1a, 4d, 5a, 5b, 5c; In TASC 3g; 3h; 3m; 4g; 5l; 7k; 8n)**
- **Creative Writing (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Biii, 3Ci, 3Ai, 1Aii, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s; In TASC 1a; 2a; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2m; 2o; 3b; 3g; 3h; 3m; 4b; 4c; 4f; 4i; 4l; 4p; 4m; 4n; 4r; 5c; 5h; 5i; 5j; 5l; 5p; 5q; 6a; 6e; 6f; 6g; 6j; 6k; 6r; 7a; 7b; 7d; 7k; 7g; 7j; 7m; 7n; 7p; 7q; 8a; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 9i; 10g; 10j) **
- **Writing with ELLs (Colorín Colorado Write Up) (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Biii, 3Ci, 3Ai, 1Aii, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s; In TASC 1a; 2a; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2m; 2o; 3b; 3g; 3h; 3m; 4b; 4c; 4f; 4i; 4l; 4p; 4m; 4n; 4r; 5c; 5h; 5i; 5j; 5l; 5p; 5q; 6a; 6e; 6f; 6g; 6j; 6k; 6r; 7a; 7b; 7d; 7k; 7g; 7j; 7m; 7n; 7p; 7q; 8a; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 9i; 10g; 10j) You will research an ELL-appropriate writing lesson from the Colorín Colorado website and complete a summary write-up informing others how to complete the lesson and analyzing the strengths of the lesson for ELLs.**
- **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.**
- **Writing Workshop Plan (PPR 2.6k, 2.7k, 10%**

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**Research About Writing**

- **Writing with ELLs (Colorín Colorado Write Up) (PPR 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.4s, 1.6s, 1.12s, 1.13s, 1.15s, 1.17s, 3.8s; TS 2Biii, 3Ci, 3Ai, 1Aii, 3Bi; ELAR EC6 8.5k, 8.8k, 8.5s, 9.4s, 9.5s, 9.6s; In TASC 1a; 2a; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2m; 2o; 3b; 3g; 3h; 3m; 4b; 4c; 4f; 4i; 4l; 4p; 4m; 4n; 4r; 5c; 5h; 5i; 5j; 5l; 5p; 5q; 6a; 6e; 6f; 6g; 6j; 6k; 6r; 7a; 7b; 7d; 7k; 7g; 7j; 7m; 7n; 7p; 7q; 8a; 8g; 8k; 8n; 8o; 8p; 8q; 8r; 9a; 9i; 10g; 10j) You will research an ELL-appropriate writing lesson from the Colorín Colorado website and complete a summary write-up informing others how to complete the lesson and analyzing the strengths of the lesson for ELLs.**
- **Writing Workshop Plan (PPR 2.6k, 2.7k, 10%**
You will develop your own plan for your future classroom including classroom routines and procedures you will implement to promote a successful writing workshop. You will reflect on how you will collaborate with others, including other professionals and families, and how those collaborations help your future students as writers and help you grow professionally.

- **Professional Writing** (ELAR EC6 8.9s, 9.8s; 4/8 5.15s) (EC6 & 4/8 PPR 1.24k, 4.9k) (InTASC 3b) 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.

### 3 CREATIVE WRITING MINI-LESSONS

You will have an opportunity to apply what you are learning about writing in mini-lesson format. Some of the activities you will participate in will include, but are not limited to; conferencing with students about their writing, implementing reading/writing connections, selecting a piece of children’s literature (fiction) and planning a writing connection for students to do after the reading of the book, and guiding students through the writing process.

*Grade levels and teach times/dates will be determined based on school field experience availability.*

### FINAL EXAM

**PART 1: Writer's Binder Conference with Dr. Burrow and Final Revisions to WTRWRBinder**

**PART 2: Parent/Guardian-Teacher Conference with Dr. Burrow**

During a CREATIVE WRITING MINI-LESSON, you will conference with students about their writing. You will use writing samples from one of the students to create text for an email to communicate the writing performance of this student to the family of the student and requesting a Parent/Guardian-Teacher Conference (i.e. Dr. Burrow) and then complete a Parent/Guardian-Teacher Conference with Dr. Burrow to discuss the student’s portfolio.

### IN-CLASS ENGAGEMENT

Teacher Candidates will complete:

- **Reading Work** will be assigned to assist TCs in preparing for in-class
discussions and activities. RW is expected to be completed and submitted prior to the start of class.

- **In-Class Engagement** activities designed to document attendance, track class discussion, and demonstrate developing knowledge, understanding, and skill throughout the semester will be designed by the professors.

- **Class Check Outs** will be assigned as a way for TCs to document connections between their pre-learning on the RW and how their learning was extended during class engagement; additionally, these will act as confirmations of what TCs are learning or need clarified next class.

- **Asynchronous Assignments** will be added as needed to clarify and add to Zoom lessons, as needed.

Professors will identify activities and assignments that count as class **ENGAGEMENT** throughout the semester. Failure to complete engagement activities will adversely impact TC's final course grade.

### Work Policy:

Teacher Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. There is a 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). Late work submitted after this period will be accepted at the instructors’ discretion based on the Teacher Candidate’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result. Please note, in class Engagement and assignments requiring f2f meetings with students/professors cannot generally be made up. It is the responsibility of the Teacher Candidate to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted. Final decisions regarding grades will be at the professional discretion of the professors.

### Attendance Policy:

Due to the social constructivist nature of our course it is expected that all Teacher Candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Candidates will be allowed TWO absences per semester with no grade penalty (known as a “personal days”); advance notice of absence is expected, when possible. *For every absence from a class meeting/required activity (after the first two), Candidates will earn a full letter grade deduction from their final course grade.* After two absences (not including your “personal days”), a program continuation meeting will be called between professors and Teacher Candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

Attendance will be verified through Engagement activities completed in class.

*To keep up with course knowledge progress, make-up work for all absences may be expected and failure to complete could result in grade penalties.*

This policy is subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the Teacher Candidate; it is the responsibility of the Teacher Candidate to communicate extenuating circumstances/emergencies to the professors.
circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Total Course % Grade</th>
<th>Final Course Letter Grade</th>
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<tbody>
<tr>
<td>100 – 90%</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80%</td>
<td>B</td>
</tr>
<tr>
<td>79 – 75%</td>
<td>C</td>
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<tr>
<td>Below 75%</td>
<td>F</td>
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Note: As a prerequisite to Clinical Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415.

There is ONE LiveText assignment 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).

VI. Required Text, Other Required Materials, & References:

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Failure to submit required assignments into the LiveText/Watermark system by the required deadline will result in a penalty assessed to the assignment grade.

LiveText/Watermark Assignment in READ 4340: Writing Skills Pre-Test and Upload the Elementary Education Language Arts Content Knowledge Assessment Rubric denoting the Pre-Test score into LiveText/Watermark.

References

VII. Course Evaluations:

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

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

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

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

VIII. Student Ethics and Other Policy Information (www.sfasu.edu/policies):

- **ATTENDANCE**
  Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student’s instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, 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. The timeline for completing make-up work will be determined by the instructor.

- **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)**
  To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
• **STUDENT ACADEMIC DISHONESTY (POLICY 4.1)**
  Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

  o **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.

  o **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.

  o **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.

  o **STUDENT APPEALS**
    - A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

• **WITHHELD GRADES (POLICY 5.5)**
  At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

• **STUDENT CODE OF CONDUCT: POLICY 10.4**
  Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

• **MASKS**
  Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.
**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

**Additional Information:**

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
Additional information can be found at
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at
www.texas.ets.org/registrationBulletin/ <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 Martin at 936-468-1740 or snyderkel@sfasu.edu.

All policies, descriptions, assignments, timelines, etc. are subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the Teacher Candidate; it is the responsibility of the Teacher Candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.

The professor reserves the right to change this syllabus at any time to meet the emergent needs of students, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify students of any changes, in writing, in d2L. It will be the responsibility of TCs to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each TC's overall course performance, taking into account assignment submissions and overall professional demeanor.

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