READ 5310.502/RDG 502
Curriculum and Instruction
Fall 2020

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

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu or within D2L if it is about the course

It is always best to call or email me prior to visiting campus to ensure I am available. If times or office hours are not conducive to your schedule, I will gladly accommodate your needs. All communication is responded to within a 24-hour period.

I. Course Description

An examination of literacy instruction for upper level to mature and second language learners. Course includes issues, theories, and content related to upper level literacy assessment and explicit reading instruction.

Course Justification

This three-credit hour online graduate course contains 8 weeks of instruction plus a week for the final examination. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates use foundational knowledge to design literacy curricula that meet the needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum. An extensive amount of scientifically based readings is included within and outside the course in order to ensure candidate effectiveness. Each week, candidates have opportunities to interact with
the content through discussions, assignments, team projects, quizzes, checklists, videos, and/or readings. A data point benchmark, the Upper Level Literacy Project, provides an opportunity for candidates to demonstrate knowledge of effective practices to improve student learning with diverse types of students in 3rd-12th grade settings. A minimum of six hours of outside reading, research, application, and reflection is expected of candidates each week in order to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

II. Intended Learning Outcomes/Goals/Objectives

READ 5310 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

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

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

Crosswalk Comparison

- Texas Educators Approved Standards
- International Literacy Association (ILA) Standards
- Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Components of Reading</td>
<td>Standard I: Foundational Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
</tr>
<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 4: Program Impact</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
</tr>
<tr>
<td></td>
<td>Standard 5: Learners &amp; The Literate Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 6: Professional Learning &amp; Leadership</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
READ 5310 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in teaching instruction at the levels of early childhood through grade 12 (TX Standard 1). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (ILA Standard 1).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard 2). Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders (ILA Standard 3).

- **PLO 3:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard 4). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (ILA Standard 6).

**Student Learning Outcomes (SLOs)**

READ 5310 assesses the following Texas Reading Specialist Standard's Proficiencies:

1.16k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.25k, 1.23s, 1.24s, 1.26s, 1.27s, 1.29s, 1.30k, 1.31k, 1.32k, 1.37k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.38k, 1.44s, 1.48s, 1.49s, 1.50s, 2.14s, 4.11s, 4.17s
III. Course Assignments, Activities, Instructional Strategies, use of Technology

• For D2L technical support, contact student support in the Office of Instructional Technology (OIT) or call 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) or call 936-468-HELP (4357).
• To learn more about using D2L, visit SFA ONLINE where you’ll find written instructions and video tutorials.

Readings/Assessments/Assignments to Complete - Readings are already in D2L. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO’s): (60 points)
• Classroom Communities (12 points) Are classroom communities important in the success of readers? Candidates will read and reflect on the literature. (1.38s, 1.22k, 4.11s, 4.17s)
• Research to Practice (12 points) Why do schools not use what the research says in terms of how to increase reading achievement and assist struggling readers? (1.44s, 2.14s)
• Side-by-Side Chart (12 points) What strategies do you see being used in upper level reading classrooms and what strategies should be used according to the research? (1.27s, 1.29s, 1.36s, 1.37s, 1.40s, 1.41s)
• District Instructional Time (12 points) What helps upper level readers make sense of what they read? Are there certain instructional practices that have been proven to be more beneficial than others? Why are teachers reluctant to embrace effective practices? (1.16k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.26s)
• Text Complexity (12 points) How would you handle answering questions that are posed by your colleagues in regard to reading instruction?

QUIZZES/DISCUSSIONS: (40 points)
• Quiz – Syllabus and Timeline (4 points)
• Discussion – Introductions (12 points) – Tell us About Yourself
• Discussion – What Works Clearinghouse (12 points) – Post Your Findings
• Discussion – **Your Thoughts on Assessment (12 points)** – *Your Schema of Assessment*

**Participation:** You are expected to show initiative and to actively participate in online discussions. Work is to have the quality and integrity expected of a future literacy specialist.

**IV. Evaluation and Assessment (Grading):**

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
<td></td>
</tr>
</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).
### V. Course Calendar: This is also provided as a separate document in D2L:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Name of Module</th>
<th>DUE by 11:30pm</th>
</tr>
</thead>
</table>
| Oct 15 - Oct 16 | Read Getting Started module  
Quiz Syllabus and Timeline  
Discussion Tell Us About Yourself  
Read Reading Specialist Resources module  
*Begin taking TExES Practice Quizzes*  
Read Writing Expectations module | Getting Started  
Reading Specialist Resources  
*non-graded/practice only*  
Writing Expectations | Sunday, Oct 18th |
| Oct 19 - Oct 23 | Read Building a Sense of Community module  
Dropbox Classroom Communities | Building a Sense of Community | Sunday, Oct 25th |
| Oct 26 - Oct 30 | Read Motivation and Engagement module  
Dropbox Research to Practice  
*Continue taking TExES Practice Quizzes* | Motivation and Engagement  
Reading Specialist Resources | Sunday, Nov 1st |
| Nov 2 - Nov 6 | Read Reading Comprehension module  
Dropbox Side by Side Chart | Reading Comprehension | Sunday, Nov 8th |
| Nov 9 - Nov 13 | Read What do Adolescent Readers Need?  
Discussion What Works Clearinghouse  
*Continue taking TExES Practice Quizzes* | What do Adolescent Readers Need?  
Reading Specialist Resources | Sunday, Nov 15 |
| Nov 16 - Nov 20 | Read Classroom Instruction  
Dropbox District Instructional Time | Classroom Instruction | Sunday, Nov 22 |
| Nov 23 - Nov 27 | THANKSGIVING HOLIDAY!  
EAT, RELAX, READ | NOTHING DUE | |
| Nov 30 - Dec 4 | Read Textual Factors module  
Dropbox Text Complexity  
*Continue taking TExES Practice Quizzes* | Textual Factors  
Reading Specialist Resources | Sunday, Dec 6 |
| Dec 7 - Dec 11 | Read Informal Assessment  
Discussion: Your Thoughts on Assessment | Informal Assessment | Friday, Dec 11 |
VI. Required and Recommended Textbooks:

No text is required for the course. All required readings are provided in D2L.

VII. LiveText:

This course has one LiveText assignment: Upper-Level Case Study.

Some courses may collect 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email. Once LiveText is activated, if you have technical questions, call ext. 7050 or email. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Research-Based Supplemental Readings:

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings to support your learning as you move through the program.

Journals/Periodicals

- Journal of Adolescent & Adult Literacy, International Literacy Association
- Literacy Today, International Literacy Association
- Reading Research Quarterly, International Literacy Association
- The Reading Teacher, International Literacy Association

Other Resources

- Bean, R. M., Heisey, N., & Roller, C. M. (Eds.) (2010). Preparing reading professionals (2nd
ed.). The International Reading Association.
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; 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 Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Class Attendance and Excused Absence Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12th day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
**Academic Accommodation for Students with Disabilities 6.1, 6.6:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the **Office of Disability Services** (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

**Student Academic Dishonesty 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author 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).

**Withheld Grades 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:**

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. Review additional information regarding the iCare program or call the office at 936.468.2703.

**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.

§TAC 247.2 Code of Ethics and Standard Practices for Texas Educators

**Texas Certification/Licensing:**

To complete Certification/Licensing Requirements in Texas related to public education, 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 on the TEA website.

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 on the ETS website). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.