READ 5316.502
Teaching Reading and Writing in the Content Areas
Fall 2020

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

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online: D2L/Brightspace
Office Hours: online M 8-10am; T, TH 3pm – 4pm; or as needed
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu

It is always best to call or email me prior to visiting campus to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

An examination of reading and writing strategies appropriate to interdisciplinary content areas. Prerequisites: before or with READ 5328 Practicum I.

I. Course Justification

This three-credit hour online graduate course contains 7 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. The candidate uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction across content areas by utilizing appropriate methods and resources to address the varied learning needs of all PK-12 students. An extensive amount of scientifically-based readings are 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 relevant field-based instructional coaching observation provides an opportunity for candidates to apply knowledge of effective feedback and instructional modifications to improve student learning within various 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.

Perkins College of Education (PCOE) 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, exceptionailities, 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.

II. Intended Learning Outcomes/Goals/Objectives

READ 5316 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 1: Foundational Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
</tr>
<tr>
<td>Standard III: Strengths and Needs of Individual Students</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 4: Diversity &amp; Equity</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
</tr>
<tr>
<td>Standard II: Assessment and Instruction</td>
<td>Standard 3: Assessment &amp; Evaluation</td>
<td></td>
<td>Standard 4: Program Impact</td>
</tr>
</tbody>
</table>
READ 5316 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 reading instruction at the levels of early childhood through grade 12 (TX Standard 1). Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools (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 understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to 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 are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (ILA Standard 6).

READ 5316 is aligned to the Texas English Language Arts and Reading (Grades 4-8) Standards:

- **PLO 1:** Teachers of students in grades 4-8 understand the foundations of reading and early literacy development (Standard II).

- **PLO 2:** Teachers understand the importance of word analysis (including, blending, structural analysis, and sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency (Standard III).
• **PLO 3:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving comprehension (Standard IV).

• **PLO 4:** Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication (Standard V).

• **PLO 5:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills (Standard VI).

• **PLO 6:** Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area (Standard VII).

**Student Learning Outcomes (SLOs)**

READ 5316 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:

- 1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.32s, 1.33s, 2.12k, 2.15s, 2.16s, 2.17s, 4.11s, 4.16s, 4.17s, 4.18s

READ 5316 assesses the following Texas English Language Arts and Reading (Grades 4-8) Standard’s Knowledge and Skills:

- 2.9k, 2.10k, 2.8s, 2.10s, 2.11s, 2.12s, 2.13s, 3.1k, 3.2k, 3.3k, 3.4k, 3.37k, 3.8k, 3.9k, 3.10k, 3.11k, 3.1s, 3.2s, 3.5s, 3.6s, 4.12k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k, 4.19k, 4.20k, 4.21k, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s, 4.19s, 4.20s, 5.6k, 5.7k, 5.8k, 5.9k, 5.10k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 6.1k, 6.2k, 6.3k, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s

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

D2L/Brightspace Support -

- For D2L/Brightspace 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/Brightspace), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).

- To learn more about using D2L/Brightspace, visit SFA ONLINE where you’ll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are already in D2L/Brightspace. 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.
Professionalism 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 reading specialist.

ASSIGNMENTS TO BE SUBMITTED IN D2L/Brightspace DROPBOX (with assessed SLO’s) Texas English Language Arts and Reading (Grades 4-8) SLO’s are italicized:

(77 points)

• Excellent Reading Teachers (10 points) Candidates will articulate the correlations among teacher dispositions and student learning. (1.28k, 1.30s) (2.8s, 2.10s, 2.11s, 2.12s, 4.19s)

• Student Engagement (10 points) Candidates will advocate for changes in societal practices (5.10k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s)

• Purposeful Reading (10 points) Candidates will demonstrate an understanding of the research to support comprehension and motivation. (2.15s, 2.16s, 2.17s) (4.19k, 4.20k, 4.21k, 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s)

• Strategies for Content Areas (10 points) Candidates will support classroom teachers with implementing instructional approaches for all students. (1.26k, 1.27k, 1.32s, 1.33s) (4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s, 2.9k, 2.10k, 3.5s, 3.6s, 4.12k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k, 6.1k, 6.2k, 6.3k, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s)

• Beliefs into Practice (10 points) Candidates will demonstrate an understanding of the research that supports reading and writing instruction for all preK-12 students. (1.31s, 2.12k) (3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.1s, 3.2s, 5.6k, 5.7k, 5.8k, 5.9k)

• Instructional Coaching Observation (10 points) Candidates will support classroom teachers in providing differentiated instruction. (4.11s, 4.16s) (3.1k, 3.2k, 3.3k, 3.4k)

• The JOY of Reading (10 points) Candidates will promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, and administrators (4.17s, 4.18s) (2.13s, 4.18s, 4.20s)

• Final Exam (13 points) Candidates will reflect and synthesis their learning.

QUIZZES/DISCUSSIONS: (23 points)

• Quiz - Syllabus and Timeline (2 points)

• Discussion - Introduction and Article Synthesis (5 points): Candidates will post their introductions and synthesize their understanding of the article, The Realities of Reading

• Discussion - Strategies vs. Skills (5 points) Candidates will support classroom teachers with implementing instructional approaches for all students.

• Discussion - Sharing our Reading Lives (5 points) Candidates will promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with colleagues.

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>
</tbody>
</table>

READ 5316
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:

| Week 1 | Read Getting Started module  
| Quiz Syllabus and Timeline  
| Discussion Introduction and Article Synthesis  
| Read Reading Specialist Resources module  
| *Begin taking TExES Practice Quizzes*  
| Read Writing Expectations module  
| Read Excellent Reading Teachers module | Getting Started  
| Reading Specialist Resources  
| Writing Expectations  
| Excellent Reading Teachers |
| Week 2 | Read Student Engagement module  
| Dropbox Student Engagement | Student Engagement |
| Week 3 | Read Setting a Purpose for Reading module  
| Dropbox Purposeful Reading | Purposeful Reading |
| Week 4 | Read Learning Strategies module  
| Discussion Board Strategies vs. Skills  
| Dropbox Strategies for Content Areas | Learning Strategies |
| Week 5 | Read Supporting Student Learning module  
| Discussion Board Sharing our Reading Lives  
| Dropbox Beliefs into Practice | Supporting Student Learning |
| Week 6 | Read Providing Instructional Coaching module  
| Dropbox Instructional Coaching Observation | Providing Instructional Coaching |
| Week 7 | Read JOY of Reading module  
| Dropbox The JOY of Reading | JOY of Reading |
| Week 8 | Read Final Exam module  
| Dropbox Final Exam | Final Exam |

VI. Required and Recommended Textbooks:

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

Research-Based Readings for Outside Class:

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


*Standards for reading professionals, revised 2010.* International Reading Association.


### 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; 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.

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

#### 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 12 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](http://example.com)
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.