RDG 519.501
Reading Methods for Mid Child
Spring 2020

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

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 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: use email in D2L/BRIGHTSPACE or welshka@sfasu.edu

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

Focus on literacy instruction for upper level readers.

Course Justification

This three-credit hour online graduate course contains 15 weeks of instruction plus a week
for the final examination. The course uses the Texas Reading Language Arts Essential
Knowledge and Skills (TEKS) as its curricular basis. Candidates are self-aware, lifelong
learners who collaboratively design, align, and assess instructional practices and
interventions that support students in upper level reading classrooms. 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 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 teachers.
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, 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.

II. Intended Learning Outcomes/Goals/Objectives

RDG 519 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 Outcomes (PLOs) Student Learning Outcomes (SLOs)

PLO 1 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject areas (AMLE 2).

- SLO 2.1 Candidates will understand reading comprehension as an active process of constructing meaning (4/8 Texas E/LA ST IV.K)
- SLO 2.2 Candidates will understand factors affecting students’ reading comprehension such as oral language development, word analysis skills prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts. (4/8 Texas E/LA ST IV.3K) (EC12 Texas PPR ST I)
- SLO 2.3 Candidates will understand the relationship among extensive reading, vocabulary development, and reading comprehension (4/8 Texas E/LA ST IV)
- SLO 2.4 Candidates will understand the use of metacognitive skills in reading comprehension (4/8 Texas E/LA ST IV)
- SLO 2.5 Candidates will understand comprehension skills and strategies for understanding interpreting different types of written materials, including narratives, expository texts, technical writing and content-area textbooks. (4/8 Texas E/LA ST IV.11K)
o SLO 2.6 Candidates will understand how to interpret and evaluate information presented in various formats such as maps, tables, and charts (4/8 Texas E/LA ST IV.13K)

o SLO 2.7 Candidates will understand the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. (4/8 Texas E/LA ST IV.16K)

**PLO 4** The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4).

o SLO 4.1 Candidates will apply strategies for decoding and determining the meaning of increasingly complex words including: One-Pagers. Frayer Model, Word Walls, Vocabulary Preview, Vocabulary O, Toss Terms (4/8 Texas E/LA ST III.7K)

o SLO 4.2 Candidates will model instructional strategies and practices for promoting students’ word analysis skills and reading fluency including Reader’s Theater, Pattern Partner Reading (4/8 Texas E/LA ST III.9K)

o SLO 4.3 Candidates will learn a variety of informal and formal procedures for assessing an ongoing basis students’ word analysis skill and reading fluency (4/8 Texas E/LA ST IV.11K)

o SLO 4.4 Candidates will compare and contrast the different purposes for reading and associated strategies (4/8 Texas E/LA ST IV)

o SLO 4.5 Candidates will know a range of strategies that students can use to facilitate comprehension before, during and after reading (4/8 Texas E/LA ST IV/15K) (EC12 Texas PPR ST III)

o SLO 4.6 Candidates will know how to apply strategies for helping students comprehend abstract content and ideas in written material by using manipulatives, examples, and diagrams (4/8 Texas E/LA ST IV.18K)

o SLO 4.7 Candidates will understand study and inquiry skills and their significance for student learning and achievement such as: using text organizers, taking notes, outlining, drawing conclusions, applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information including Concept Maps, Tree Diagrams, Matrices, and Flow Diagrams(4/8 Texas E/LA ST VI.1K)

o SLO 4.8 Candidates will understand instructional practices that promote students’ acquisition and use of study and inquiry skills across the curriculum including Cornell Notes, Split Page Note- taking, and Journaling (4/8 Texas Eng/LA ST VI.2K) (EC12 Texas PPR ST I)

o ESL SLO 4.9 Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (ESL SLO 3.3; Texas ESL ST IV, V; TESOL 31, 3b. 3c)
o SLO 4.10 Candidates will understand different methods and purposes for instructional grouping SLO 4.10 Assessment - Quiz
o SLO 4.11 Candidates will understand continuous monitoring and how to use formative, summative, and self-assessments. (4/8 Texas Eng/LA ST VIII.2K) (EC12 Texas PPR ST I)

o SLO 4.12 Candidates will understand how to use assessment to determine when a student needs additional help or intervention to bring the students’ performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS) (4/8 Texas Eng/LA ST VII.4K) (EC12 Texas PPR ST I)

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).

o SLO 5.1 Candidates know, implement, evaluate, and reflect upon research-based teaching, reading professionalism, and how to assist families and communities in the area of reading development.

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 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) at 936-468-HELP (4357).
• To learn more about using D2L/BRIGHTSPACE, visit SFA ONLINE at, 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.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX: (54 points)
• Why are Readers not Reading? (9 points)
• Anticipatory Activity (9 points)
• Vocabulary Strategies (9 points)
• Read Alouds and Shared Reading Use (9 points)
• Questioning Strategy Visual (9 points)
• Notetaking (9 points)

QUIZZES/DISCUSSIONS: (46 points)
• Quiz – Syllabus (4 points)
• Discussion – Introduce Yourself (6 points)
• Discussion – What are your Thoughts? (6 points)
• Discussion – Read Alouds (6 points)
• Discussion – Cold Calling (6 points)
• Discussion – Graphic Organizers (6 points)
• Discussion – High Stakes Testing (6 points)
• Discussion – What does it mean to be a Professional? (6 points)

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>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
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</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

V. Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Notes</th>
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| 1    | Read Getting Started module  
Download and save Text Used for the Course  
Read over Syllabus & Print out Timeline  
Quiz: Syllabus  
Discussion: Introductions  
Read through Writing Expectations module | Getting Started  
Writing Expectations |
| 2    | *MONDAY, JANUARY 20th: IS A HOLIDAY FOR SFA*  
Read through Literacy Matters module  
Discussion: What are Your Thoughts? | Literacy Matters |
| 3    | Go Back through Literacy Matters module  
Dropbox: Why are Readers not Reading? | Literacy Matters |
| 4    | Read through Anticipatory Activities module  
Dropbox: Anticipatory Activities | Anticipatory Activities |
| Week 5 | Read through Vocabulary Development Strategies module
Dropbox: Vocabulary Strategies | Vocabulary Development Strategies
*you have two weeks for this assignment since there are many videos to watch*
| Week 6 | *SUNDAY, MARCH 8th IS DAYLIGHT SAVINGS TIME – SPRING BACK!* Read through Vocabulary Development Strategies module
Dropbox: Vocabulary Strategies | Vocabulary Development Strategies
*you have two weeks for this assignment since there are many videos to watch*
| Week 7 | Read through Read Alouds and Shared Reading Strategies module
Discussion: Read Aloud Discussion | Read Alouds and Shared Reading Strategies
| Week 8 | SPRING BREAK – Have fun!! Relax!! Read a great book!! 😊 | 
| Week 9 | Read through Read Alouds and Shared Reading Strategies module
Dropbox: Read Alouds and Shared Reading Use | Read Alouds and Shared Reading Strategies
| Week 10 | Read through Questioning Strategies module
Discussion: Cold Calling | Questioning Strategies
| Week 11 | Continue reading through Questioning Strategies module
Dropbox: Questioning Strategy Visual | Questioning Strategies
| Week 12 | EASTER HOLIDAY!! ASK THE EASTER BUNNY FOR BOOKS!! EAT CHOCOLATE!
SFA Holiday for Students Thursday 9th and Friday 10th
*SUNDAY, APRIL 12th IS EASTER SUNDAY* | 
| Week 13 | Read Graphic Organizer Strategies module
Discussion: Graphic Organizers | Graphic Organizer Strategies
| Week 14 | Read through Notetaking module
Dropbox: Notetaking | Notetaking
| Week 15 | Read through Standards, Assessment, and High Stakes Testing module
Dropbox: High Stakes Testing | Standards, Assessment, and High Stakes Testing
| Week 16 | Read through Reading Reflection module
Discussion: What Does it Mean to be a Professional? | Reading Reflection

### VI. Required Textbooks:

No textbook for classroom use is required. All readings are provided within D2L/BRIGHTSPACE.
The program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings 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**
*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, 936-468-3004 / 936-468-1004 (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 due 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 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. For information regarding the iCare program 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.

Please go to §TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

### Texas Certification/Licensing:

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 [TEA’s 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. 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, contact the Office of Assessment and Accountability at 936.468.1282 or edprep@sfasu.edu