Department of Elementary Education

RDG 574.501: Teaching Reading with Trade Books

Syllabus Spring 2020

Instructor: Dr. Claudia Whitley   Course Time & Location: Online
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Feel free to call or text me at this number   PLEASE EMAIL ME OUTSIDE D2L

I. Course Description:
   An examination of trade books and their integration into reading/language arts programs.

II. Intended Learning Outcomes
   The Perkins College of Education (PCOE) offers exemplary programs that are recognized at state, national, and international levels. Our Reading Specialist certification program is recognized by the National Council for Accreditation of Teacher Education (NCATE) and the International Literacy Association (ILA). The courses offered in this program are designed to meet the professional standards required of NCATE, ILA, and the Texas Education Agency mandates for Reading Specialist certifications. It is this vision that helps to distinguish our graduates from those of other universities.

The PCOE Conceptual Framework integrates several elements that provide assurance that all programs for the preparation of school personnel share a commonly held vision and a cohesive and aligned approach distinctive of Stephen F. Austin State University. These fundamental elements include the institution’s vision, mission and values.

A. Program Learning Outcomes:

PLO 1 Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. (ILA Standard 1)

PLO 2 Candidates use instructional approaches, materials, and integrated comprehensive balanced curriculum to support student learning in reading and writing. (ILA Standard 2)

PLO 3 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (ILA Standard 3)

PLO 4 Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (ILA Standard 4)

PLO 5 Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. (ILA Standard 5)
PLO 6 Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. (ILA Standard 6)

B. Student Learning Outcomes

SLO 1 Standard 2.3 Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.

SLO 2 Standard 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

SLO 3 Standard 5.1 Design a physical environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.

SLO 4 Standard 6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

C. Technology Applications Standards

Standard I. All teachers use technology related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

III. Course Assignments

Summaries over 8 Children’s Books - Candidates are expected to read 8 Children’s Books (each from different genres) and complete a Book Report for each book read. (8 @ 2 POINTS EACH) 16 points

Quizzes Over Course Textbook Readings
  Quiz One - Chapters 1-2 6 points
  Quiz Two - Chapters 3-4 6 points
  Quiz Three - Chapters 5-6 6 points
  Quiz Four - Chapters 7-8 6 points
  Quiz Five - Chapters 9-10 6 points

Discussions (five @ 2 points each) 10 points
Candidates must complete all requirements for a grade in this course. You may not choose to omit any assignment. If all assignments (late or not) are not completed and submitted one week prior to the end of the semester, you will receive a failing grade in this course. No points will be received for late work. It’s important to keep a copy of all submitted work. All assignments must be computer generated in Times New Roman 12 font and submitted via D2L. Scholarly products free from spelling and grammar errors are expected. Candidates are required to keep a copy of all work. Assignments cannot be returned.

IV. Evaluation/Assessments

Grading Scale:
90-100=A
80-89=B
70-79=C
69 or below=F

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Assignment</th>
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| Week 1: Jan. 15-19 | Getting Started Course Orientation | Welcome! I’ve outlined each week, and I hope this will be helpful to you as you plan to meet assignment due dates this semester. This is a suggested timeline. You should plan your textbook readings when it is convenient for you. Just make not of all due dates. Although there are due dates for all course requirements, you are encouraged to always work ahead of schedule. For this first week, please complete the following tasks:

- Read the course syllabus and familiarize yourself with D2L. There are online modules and personal assistance offered through the Office of Instructional Technology (OIT).
- Create a personal calendar of due dates.
- Read through all course content.
- Secure your textbook and materials.
- Under course Tools: Discussion, write an introduction of yourself to your class members. |
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<tr>
<th>Week 2: January 20-26</th>
<th>Knowing Children’s Literature</th>
<th>Read chapters 1 &amp; 2 in textbook. Complete Quiz #1 (you may use your text).</th>
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<tr>
<td>Week 3: January 27-February 2</td>
<td>Reading Formats Modules</td>
<td>Discussion 1 due Feb. 2 - Read and respond to “Reading Formats” - Guided Reading/Literature Circles module. Discussions can be posted at any time before due date. You are encouraged to work ahead of schedule to make your discussion postings.</td>
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<td>Week 4:February 3-9</td>
<td>Exploring Genres: Picture Books and Traditional Literature</td>
<td>Read chapters 3 &amp; 4 in textbook. Complete Quiz #2 Select and begin reading a Picture Book and a children's traditional literature book.</td>
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<td>Week 7: February 24-March 1</td>
<td>Blog #3 &amp; 4 Comprehension Module</td>
<td>Complete Summaries for a fantasy book and a poetry book. Discussion 3 due March 1. Read and respond to the Comprehension module.</td>
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<td>Week 8: March 2-8</td>
<td>Exploring Genre: Realistic Fiction and Historical Fiction</td>
<td>Read chapters 7 &amp; 8 in textbook. Complete Quiz #4 Begin reading a realistic fiction book and a historical fiction book.</td>
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<td>Week 9: Spring Break</td>
<td>Be safe!</td>
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<td>Week 10: Mar. 16-22</td>
<td>Excellent Reading Links Module</td>
<td>Discussion 4 due March 22. Read and respond to the Excellent Reading Links module.</td>
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<tr>
<td>Week 13: March 30-April 5</td>
<td>Planning the Literature Program - Sharing Literature with Children.</td>
<td>Select and begin reading a nonfiction book and a biography.</td>
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<td>Week 14: April 9-12</td>
<td>Easter</td>
<td>Reflect upon Read Alouds, Storytelling, and Book Talks. Complete Summaries on nonfiction and biographies. Reflect upon creating graphic organizers, maps, timelines, and jackdaws. No written assignment.</td>
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<td>Week 16: Apr. 20-26</td>
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<td>Discussion 5 due April 19. Read and respond to the Book Reviews module</td>
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<tr>
<td>Week 17: May 5 Final Exam</td>
<td>Exam by 11:59 pm on May 5</td>
<td>Issue Paper due April 26 - Submit to Assignment Dropbox.</td>
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All assignments are due by Midnight on the due date (Sunday).

VI. Required Textbook, Readings and Materials


**Readings:** You will be required to read 8 Children’s Books (each from a different genre). There is no need to purchase these. They can be checked out from your school or public library.

**Resources:** Professional Development Guides from the University of Texas Center for Reading and Language Arts [www.texasreading.org/utcrla](http://www.texasreading.org/utcrla)
Texas Reading Academies [www.ReadingAcademies.org](http://www.ReadingAcademies.org)

The following is a list of reliable professional organizations’ web sites that link to many informative sources:

American Library Association [www.ala.org](http://www.ala.org)
Center on English Learning and Achievement [http://cela.albany.edu/](http://cela.albany.edu/)
International Literacy Association [www.literacyworldwide.org](http://www.literacyworldwide.org)
National Council of Teachers of English [www.ncte.org](http://www.ncte.org)
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absences: 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 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 depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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 teacher 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. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y
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, 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. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty Policy: Policy 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:
- Using or attempting to use unauthorized materials on any class assignment or exam.
- Falsifying or inventing of any information, including citations, on an assignment
- Helping or attempting to help another in an act of cheating or plagiarism

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- Submitting an assignment as one’s own work when it is at least partly the work of another person
- Submitting a work that has been purchased or otherwise obtained from the internet or another source.
- Incorporating the words or idea of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission 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)

Additional Information:

Code of Ethics for the Texas Educator:

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To complete Certification/Licensing Requirements in Texas related to public education and other professional setting 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 are 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 education 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 may be found at https://tea.texas.gov/TexasEducators/Investigations/Preliminary_Criminal_History_Evaluation:FAQs.

2. Provide one of the following primary ID documents: passport, driver’s lissome, 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/registration Bulletin/)
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 snyderke12sfasu.edu.

Withheld Grades: Policy 6.5
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 course 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: Early Alert Program at SFA.

IX. Other Relevant Course Information

Expectations:
1. Future teachers are held accountable for correct spelling and grammar usage. Spelling correct grammar are expected at all times on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing you should seek assistance at the campus Academic Resource Center. Call 464-4108. Students can get Writing Tutoring face-to-face in the Steen Library, Mon-Thurs from 3-7 pm AND NOW ONLINE! Got a grammar question? Need a citation check? Click below to Ask A Tutor online:
   - Mon-Thurs, 9am - 2 pm at https://sfasu.zoom.us/j/379413168
   - Sunday, 3-5 pm at https://sfasu.zoom.us/j/419080286

2. All submitted work must be typed unless the instructor provides a template (i.e. in-class assignments. Handwritten work will not be accepted.
3. In order to pass the course ALL Work must be completed and submitted to the professor.
4. All work should be completed by the due date. The grade for all work turned in with 1 week of the due date will be penalized by 10% The grade for all work turned in within 2 weeks of the due date will be penalized by 20%. After two weeks, work must be completed and turned in, but will receive a grade of O. Any exceptions must be approved ahead of time by the professor.
5. Students are expected to participate in all class discussions. Participation will be noted according to the depth and comprehension of your responses during class discussions.
6. Professionalism: Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a
teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator. Gossiping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your professor. You will find that others’ attitudes are easily influenced through negativity.