Department of Elementary Education

RDG 574: Literacy Acquisition Through Trade Books

Syllabus Summer II 2020

Instructor: Ronda McClain        Course Time & Location: WWW
Office ECRC Room 209I          Office Hours: By appointment

Credits: 3 semester hours

Email: mcclainrs1@sfasu.edu  Please email me outside of 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:

Standard I - Components of Reading: 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.
  • 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 I).

Standard II - Assessment and Instruction: 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.
  • 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 III).
Standard III - Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

- Candidates use foundational knowledge to design literacy curricula that meet 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 (ILA Standard 2). Candidates demonstrate knowledge of research and relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students’ identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels (ILA Standard 4).

Standard IV - Professional Knowledge and Leadership: 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.

- 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).

B. Student Learning Outcomes

1.24k, 1.25s, 1.28s, 2.20k, 2.13s, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.1s, 4.11s, 4.16s, 4.17s, 4.18s

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 Summary for each book read. **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

**Issue Paper** 10 points

**Comprehensive Final Examination** 34 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
<table>
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<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Assignment</th>
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| Week 1:  | 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 course has a heavy reading and writing load.** You should plan your textbook readings and literature readings when it is convenient for you. Just make note 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 for this week.  
  • Secure your textbook and materials.  
  • Under Course Tools: Discussion, write an introduction of yourself to your class members. |
| Week 1:  | Reading Formats Modules                                              | Discussion 1 due July 12 - 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. |
| July 7-12 |                                                                      |                                                                                                                                                                                                           |
Discussion 2 Due July 19 - Read and respond to “Leveled Books” and TEKS Module. |
<p>| July 20-26 |                                                                      |                                                                                                                                                                                                           |</p>
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<tr>
<th>Week 3: July 20–26</th>
<th>Comprehension Module</th>
<th>Discussion 3 due <strong>July 26.</strong> Read and respond to the Comprehension module.</th>
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<td>Week 4: July 27-Aug. 2</td>
<td>Exploring Genre: Realistic Fiction and Historical Fiction Exploring Genre: Non-Fiction and Biography</td>
<td>Read chapters 7 &amp; 8 in textbook. Complete Quiz #4 by <strong>Aug 2.</strong> Select and begin reading a nonfiction book and a biography. Summaries due on <strong>Aug. 7.</strong></td>
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<tr>
<td>Week 4: July 27-Aug. 2</td>
<td>Excellent Reading Links Module</td>
<td>Discussion 4 due <strong>August 2.</strong> Read and respond to the Excellent Reading Links module.</td>
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<tr>
<td>Week 4: July 27-Aug. 2</td>
<td>Exploring Genre: Non-Fiction and Biography</td>
<td>Read Chapters 9-10 in textbook Complete Quiz #5 by <strong>August 2.</strong></td>
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<tr>
<td>Week 5: Aug. 3-7</td>
<td>Planning the Literature Program - Sharing Literature with Children.</td>
<td>Read Chapter 11 in textbook. Reflect upon Read Alouds, Storytelling, and Book Talks. Reflect upon creating graphic organizers, maps, timelines, and jackdaws. No written assignment.</td>
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<td>Week 5: Aug. 3-7</td>
<td>Book Review Module</td>
<td>Issue Paper due Aug. 7 - Submit to Assignment Dropbox. Discussion 5 due August 7. Read and respond to the Book Reviews module.</td>
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<tr>
<td>Week 5 Final Exam</td>
<td>Exam by NOON Aug. 7</td>
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All assignments are due by 11:59 on the Sunday nights. The exception to this is the last week of the semester Aug. 3-7. Check above for specific due dates during the last week of class.
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)
- National Reading Conference [http://nrc.oakland.edu/](http://nrc.oakland.edu/)
- Regional Educational Laboratory Network [www.relnetwork.org](http://www.relnetwork.org)
- Wisconsin Literacy Education and Reading Network Services ([http://wilearns.state.wi.us/](http://wilearns.state.wi.us/)) Young Adult Library Services Association [www.ala.org/yalsa](http://www.ala.org/yalsa)

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 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, 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 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: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: 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; and/or,
- 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. Acts 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 student, and/or
• Incorporating the words or ideas 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, resubmitting 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 outline in Academic Appeals by Students (6.3).

**Withheld Grades Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH is 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 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 policy. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and my be subjected to judicial, academic or other penalties. This policy applies to all instructional forums including online, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion of what behavior is appropriate/inappropriate in the classroom. Students who do not attend regularly or who perform poorly on class projects/exams may be referred to the ICare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://icare.sfasu.edu/itjudicial/earlyalert.asp](https://icare.sfasu.edu/itjudicial/earlyalert.asp) or call 936-468-2703.

**Additional Information:**

**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 TAC247.2-Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/teadtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

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

1. Candidates must undergo a criminal history background checks prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for 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 nonrefundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential eligibility for educator certification.

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

- You enrolled or planned 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 to subject to an investigation based on the criminal history, including any information you failed submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID card, or military ID card to take the TExES exams (additional information is available at www.texes.ets.org/registrationBulletin. YOU must provide legal documentation to take these mandated examinations that are related to certification/licensing in the state of Texas. If you do not have legal documentation, you may want to reconsider your major while at SFA.
3. You must complete state mandated 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 snyderke1@sfasu.edu

IX. Other Relevant Course Information

The instructor will not consider assignments submitted after the deadline for grading. Candidates should always work ahead of schedule to ensure timely submissions.

Graduate Comprehensive Examination

Candidates must make application, take, and pass the Graduate Comprehensive Examination in their graduating semester. Information can be found at the Reading Specialist web pages www.sfasu.edu