READ 3310: Survey of Reading

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

Instructor Information

Chris Qualls, Ed.S. (he/him)

**Course Time & Location:** Async & Online

**Zoom Hours:** By Appointment

**Credits:** 3 hours

**Contact:** I use both a Gmail email and SFA’s email. I only use this Gmail account for academic-related correspondence to maintain both of our safeties regarding FERPA. If you would like to contact me via Gmail, my address is professorqualls@gmail.com. I am also available to chat via Zoom, or Google Meet, by appointment.

I. Course Description

A survey of reading models, methods, and instructional practices. Preservice teachers will be exposed to various components of reading and related theories, the TEKS System, dual language processes, equitable classroom learning environments, assessments, professional responsibilities, and technology integration.

**PRE-REQUISITES:** Sophomore status required.

This Survey of Reading course will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
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. During face-to-face classes, candidates engage with interactive lectures, small group and whole class discussions, as well as, presentations. To prepare for in-class participation, preservice teachers are required to spend a minimum of 3 hours outside of class reading course modules and completing related exams. Additionally, candidates in face-to-face classes utilize outside of class time for researching and developing lesson plans, creating materials for lesson plan presentations, collaborating with team members on group assignments that involve Twitter discussions and writing one paper using APA format.

**Note:** There are course fees for the face-to-face version of READ 3310 in the amount of $5.00. There are no course fees for the online version of this course.

**II. Intended Learning Outcomes/Goals/Objectives**

This Survey of Reading course 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.

[Please click here for a full listing of the PLOs and SLOs.]

**III. Course Assignments, Activities, Instructional Strategies**

*Course Assignments are a work in progress.*

**IV. Expectations**

I have them. You have them. Let’s talk about expectations.

**General**
Things happen, I get that. However, your goal is to become a teaching professional. What if I told you that I consider you a teacher right now? You are a pre-service educator. Therefore, you are expected to show initiative and actively participate. You are your best advocate for your education.

Are you behaving in a manner that is acceptable? Would you allow your behavior in your classroom? Are you acting in a professional manner? Are you actively participating in a fashion that you would expect from your students, or are you coasting?

Your work should be professional as one would expect from your status as a teacher.
Your work should be neat as one would expect from your status as a teacher.
Your work should have the quality and integrity expected of your status as a teacher.

When you correspond, use the tone of your professor. Some of us are casual, some of us prefer formality. We have spent a lot of time becoming professionals, please, for the first time, and when in doubt, use your academic tone.

Late Work

There really isn’t time for late work. Of course, if you have a family emergency or an illness, please note that I might ask for proper documentation. You are developing your professionalism right now, so I usually take your word for it. Accepted late work for a grade must be completed within one week (7 days) following the return from being absent. See more detail in the Attendance Policy section below.

***Please note, to ensure all content of the course is learned, all discussions/dropbox assignments/quizzes must be completed before you will be cleared to take the final exam.

APA

I’ve gained a diploma using Chicago, MLA, and APA. I get it, citations are not fun. However, I started my higher education teaching career teaching English Comp 1010 and 1020, and so I am a stickler for correct APA usage.

I often ask myself, is it necessary to be so demanding when it comes to citations? My answer always comes back to this... I have an obligation to prepare my students to be the best collegiate professionals they can be. If my class does not demand exact APA standards, and I have a student leave my class and go on to a 3000 or 4000 level class and they don’t know how to properly format an APA citation... I’ve done them a disservice. If you’ve ever asked yourself - Self, why didn’t they teach me this, or that?” Then you know exactly why I do what I do.

• I have a somewhat helpful video on YouTube. It doesn’t cover everything, but I didn’t want to make it over 5 minutes.
• SFA’s Writing Lab offers help online and in-person. AARC
• Finally, I mention it in the video, but the OWL at Perdue is a recognized leader for their online APA guide.

It is better to try and fail than to not try at all.

Ghosting

Don’t ghost me. If you are having trouble and you get behind, it’s super easy to fall into a circle of guilt and anxiety. I get that. Don’t be afraid of me. I might not be able to help, but then again, I might be able to help ease the stress enough for you to jump back into the game.

It’s really tempting to ghost online, because you don’t have to look into my sad eyes when you skip class. Reach out.

You

I’ve been really bossy. What are your expectations from me? From this class? If you have them, share.

IV. Use of Technology

We will be using technology in this class. It’s here to stay. The pandemic has certainly proved that, even if you are uncomfortable with the internet, online procedures, and technology, you can no longer avoid it. If you cannot figure something out I have several suggestions before reaching out to me. It’s not that I don’t want to help, but I am often busy teaching the content and don’t really have time to adequately help troubleshoot problems with websites and applications.

Those suggestions:
1. Google - I think this is pretty self explanatory
2. Youtube - Again, self explanatory
3. Ask 3 - Make friends in this class. Your peers are a huge help now and in later classes. Ask at least three friends before you ask me.

I want to emphasize that I am not expecting you to look up and master content from this course on your own. Always reach out to me if you have a question about a concept or a theory, however, if you don’t remember your password to your Weebly account... I can’t help.

D2L Support –

• For D2L technical support, contact student support in the Office of Instructional Technology at d2l@sfasu.edu or 936-468-1919. If you need assistance after regular business hours, please use the Support – Live Chat on your D2L homepage.
To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

V. Evaluation and Assessment (Grading)
A work in progress.

VI. Course Timeline
A work in progress.

VII. Required Textbook(s), etc.
READ 3310 no longer has a textbook. All of the information is provided in the modules.

LiveText

This course does not have a LiveText component at this time.

VIII. Course Evaluations

Near the conclusion of each semester, students in the College of Education (COE) 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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.
IX: Student Ethics and Other Policy Information

Attendance Policy 6:7:
Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings.

Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn. 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. It is your responsibility to make arrangements with your professor to establish dates for when make-up is due.

Students with Disabilities
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. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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. Please read the complete policy http://www.sfasu.edu/policies/academic_integrity.asp.

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 Policy 5.5
Ordinarily, 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

Disruptive Behavior
Interference or disruption of students, faculty, administration, staff, the educational mission, or
routine operations of the university is prohibited. Such activity includes, but is not limited to,
behavior in a classroom or instructional program that interferes with the instructor or
presenter's ability to conduct the class or program, or the ability of others to profit from the class
or program. To remain in the vicinity of activity that is disrupting normal university functions
when requested to leave by a university official is prohibited. 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.
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


X. Texas Certification/Licensing

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due (date will be given in relevant courses). If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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 at www.texes.ets.org/registrationBulletin/). 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 936-468-1740 or snyderke1@sfasu.edu.

XI. References (aka Check out my citations)


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

- **PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. (ACEI 1; InTASC 1; AMLE 1)
  - **SLO 1.1 Assessment – Discussion on Social Media** Candidates will analyze constructivist models of reading. (EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I); T2.2s (ISTE 3c)
  - **ESL SLO 1.2 Assessment – Exam** Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, The Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
  - **SLO 1.3 Assessment – Exam** Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I)
  - **ESL SLO 1.4 Assessment – Creative Visual Chart** Candidates will articulate processes for dual-language programs, types of bilingual students, principals of language transfer, bi-literacy, and bi-culturality. (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II) (Texas PPR EC6 & 4/8 1.6k; TS EC6 2B(iii); T1.1s (ISTA 2a)
  - **Texas PPR SLO 1.5 Assessment – Exam** Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (Texas PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1A(iii), 1B (iii), 3A(i) & 4/8 1A(ii), 1B(iii), 1D(i), 2B(iii), 3A(i), 3A(iii), 3C(i)); T2.2s (ISTE 3c), T6.7s (ISTE 3d), T7.1k (ISTE 2b)
  - **Texas PPR SLO 1.6 Assessments – Discussion on Social Media & Visual** Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. (Texas PPR EC6 & 4/8 1.22k, 1.20s); T2.2s (ISTE 1d)
  - **Texas ELAR SLO 1.7 Assessments – Visual & Exam** Candidates understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. (Texas ELAR EC6 & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 1.1s; ELAR EC6 1.5s, 1.11s; ELAR 4/8 11k, 1.35, 7s, 4s, 6s, 10s; Texas PPR EC6 & 4/8 SLO 1.7); T2.2s (ISTE 1d)
  - **Texas ELAR SLO 1.8 Assessments – Discussion, Visual, & Exam** Candidates understand that literacy develops over time and progresses from emergent to proficient stages. (Texas ELAR EC6 4.3k, 4.7k, 4.8k, 4.7s, 4.9s, 4.12s, 7.12k, 6s, 13s, 14s & 4/8 2.5k, 2,10k, 2.3s, 2.11s; Texas PPR EC6 & 4/8); T2.2s (ISTE 1d)
- **Texas PPR SLO 1.9 Assessments – Discussion, Visual, & Exam** Candidates use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Texas PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s); T2.2s (ISTE 1d)

- **Texas PPR SLO 1.10 Assessments – Discussion & Visual** Candidates identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Texas PPR EC6 & 4/8 2.1k, 2k, 3k, 5s); T2.2s (ISTE 1d)

- **Texas PPR SLO 1.11 Assessments – Discussion & Visual** Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. (Texas PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k); T2.2s (ISTE 3b)

- **PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8)

  - **SLO 2.1 Assessments – Group Presentation &/or Exam** Candidates will research and report evidence and research-based principles that support readers’ development within a balanced literacy curriculum framework, and these principles will include position statements from the International Literacy Association (ILA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL). (ELED) (EC6 Texas PPR ST I); T2.4s (ISTE 1d)

  - **Texas ELAR SLO 2.2 Assessment – Exam** Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (Texas ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k)

  - **Texas ELAR SLO 2.3 Assessment – Discussion** Candidates understand how to interpret, analyze, evaluate, and produce. (ELAR EC6 ST 12); T2.2s (ISTE 1d)

- **PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought-provoking, inquiry-based instruction to meet the needs of all learners. (ACEI 3; InTASC 2, 3, 5, 7, 8; AMLE 2)

  - **SLO 3.2 Assessment – Exam** Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)

  - **SLO 3.3 Assessment – Manual and Digital Assignment** Candidates will know how to use readability formulas (including Fry’s, Flesch-Kincaid’s, & Microsoft Word’s) to evaluate both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST XII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I); T3.1s (ISTE 3d)

  - **SLO 3.4 Assessments – Exam (Craft a Comprehension Workshop Lesson Plan), a Digital Morning Meeting, & Anchor Chart Assignment** Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas ELA ST IV, X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I); T1.1s (ISTE 2b), T2.2s (ISTE 5d), T2.4s (ISTE 3b), T3.1s (ISTE 1d)

  - **ESL SLO 3.5 Assessments – Anchor Chart, Digital Morning Meeting, & Exam** Candidates will know the factors that contribute to multicultural environments including intercultural communication, intercultural education, cross-cultural education, multicultural
education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2) (Texas PPR EC6 2.1k, 2k, 3k, 4k, 6k, 19k, 2.1s, 2s, 3s, 19s, 7.98 & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(i), 4A(ii), 4A(iii))

- **Texas ELAR SLO 3.6 Assessment – Exam** Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

- **PLO 4** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children. (ACEI 4; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8)
  - **ESL SLO 4.1 Assessments – Discussion on Social Media & ESL Assessment Position Paper** Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II); T2.2s (ISTE 3c), T3.2s (ISTE 3d)
  - **SLO 4.2 Assessments – ESL Assessment Position Paper & Exam** Candidates will know informal and formal reading assessment measures and identify the appropriate measure of assessment based on readers’ needs. (Texas PPR EC6 1.25k, 27k, 10.2k & 4/8 1.25k 1.27k, 8.2k; 4/8 Texas ELA ST VIII; TS EC6 & 4/8 5A(ii))
  - **ESL SLO 4.3 Assessment – ESL Assessment Position Paper** Candidate will examine current language assessment tools including American Council on the Teaching of Foreign Languages (ACTFL), Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA), and Comprehensive English Language Learning Assessment (CALLA). (ESL SLO 4.4; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)

- **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; InTASC 9, 10; AMLE 5; InTASC 9, 10)
  - **ESL SLO 5.1 Assessment – Build a Personal Weebly Website** Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ESL ST VII; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV) (Texas PPR EC6 1.11k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; T2.4s (ISTE 3b & 3c)
  - **SLO 5.2 Assessments – Discussion, Visual, & Exam** Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TExES ELA ST VII; 4.20s; EC6 & 4/8 5.7k; Texas ELAR 4/8 3.11s; TS EC6 3A(iii)); T2.2s (ISTE 1d)
Language Association of America in 1883, The Bilingual Education Act of 1968, 1974, 1994, the Native American Language Act of 1990 and 1992. (ESL SLO 5.1; Texas ESL ST II; TESOL 5a, 5b) (EC6 Texas PPR ST II, III, IV)