READ 3310. 504  
Survey of Reading  
Fall 2021

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

Instructor Information: Dr. Heeok Jeong

Course Time & Location: online D2L  
Office Location: Early Childhood Research Center, 201X  
Office Phone: 936.468.1517  
Main Office: 936.468.2904  
Office Hours: T/Th 12PM -2:30PM in https://zoom.us.my/heek or other times by appointment, https://calendarly.com/jheeok  
Credits: 3 credit hours  
Contact: D2L email or Heeok.Jeong@sfasu.edu or Whatsapp (518-772-9081)

I. COURSE DESCRIPTION

READ 3310, Survey of Reading, is a virtual course that will operate over an 8-week period of time. Teacher candidates will be exposed to various components of reading and related theories, reading models, methods, and instructional practices, the TEKS System, dual language processes, equitable classroom learning environments, assessments, professional responsibilities, and technology integration. The candidate should expect a minimum of two hours of class preparation for each credit hour.

II. PREREQUISITES

Sophomore status required.

III. 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.

IV. COURSE RATIONALE

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

Course READ 3310 provides a hands-on/minds-on learning opportunity for teacher candidates at SFASU. READ 3310 supports the mission of the College of Education by providing teacher candidates an opportunity to work with P-12 public school students as the SFASU Department of Education Studies prepares teacher candidates to become competent, successful, caring, and enthusiastic professionals. One of the goals of the College of Education is to provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations. Through this course, teacher candidates have opportunities to collaborate with peers to enhance students’ knowledge, skills, and dispositions and to influence the ongoing exchange of ideas. Teacher candidates learn how to teach students to read, write, and discuss literate, formal, informal, and disciplinary texts so that their students can develop literate habits of mind and work as responsible citizens in a democratic society. Teacher candidates also learn to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction. Through this course, the teacher candidates at SFASU become reflective professionals who have experience planning appropriate curriculum, instruction and assessment for diverse students.

V. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVEs

READ 3310 is a course in which teacher candidates demonstrate and apply theoretical pedagogical knowledge of reading theories, pedagogies, assessment tools, and practices. Throughout the course, teacher candidates will complete various reading/literacy-related assignments and research projects. Each assignment is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU Vision, Mission, and Values of the College of Education

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to:
Service that enriches the community;
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making;
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking; and Life-long learning.

Please follow this link to visit the SFASU College of Education Conceptual Framework: http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/
Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link: http://coe.sfasu.edu/about-us/

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.

### VI. 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; II) 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) (Texas PPR EC6 & 4/8 Texas PPR ST I, II)
  - **SLO 1.3 Assessment – Exam** Candidates will know that readers use different stances for reading (such as: efficient and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8Texas ELA ST II) (EC6 Texas PPR ST I)
  - **ESL SLO 1.4 Assessment – ELL Writing Collection** Candidates will assess writing samples according to the TELPAS. (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; Texas 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 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, 1.3s, 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)
• 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 PPR ST I; TESOL ST VII; TESOL ST XII; 4/8 Texas ELA ST VII) (ACEI 4; InTASC 6; ISTE 4; AMLE 4; InTASC 1, 2, 3, 5, 6, 8)

• 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 3d)

• 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, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(ii), 4A(iii), 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, 5k, 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 2.11s; TS EC6 3A(iii)); T2.2s (ISTE 1d)


VII. Course Assignments, Activities, Instructional Strategies, use of Technology

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.
You are expected to show initiative and to **actively participate** in face-to-face discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate in the face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. **Correspondences, whether by e-mail, in-person, and/or virtual are expected to be professional.**

**Late work**

Late work is **NOT** accepted except in the event of death of an immediate family member, serious illness and with proper documentation, or other circumstances may be considered at the discretion of your professor. Accepted late work for a grade must be completed within one week (7 days) following the return from being absent. See more detail in 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.***

**DISCUSSIONS (will add up to 45 points)**
1. Module 1: Introduce Yourself – Personal Website (5)
2. Module 1: Setting Up for Success (5)
3. Module 2: TEKS Learning Objective Family Newsletter (5)
4. Module 5: Digital Morning Meeting Lesson (5)
5. Module 5: Building Community Within the ELL Population (5)
7. Module 6c: Reader’s Workshop Reflection (5)
8. Module 7a: Award Winning Book – Family Newsletter (5)
9. Module 8: Action Research (5)

**DROPBOX ASSIGNMENTS: (will add up to 25 points)**
1. Module 3a: ELL Assessment Position Paper (5)
2. Module 3b: ELL’s Writing Collection Analysis (5)
3. Module 6b: Anchor Chart Examples (5)
4. Module 6c: Reader’s Workshop Comprehension Lesson Plan (5 points)
5. Module 7c: Determining Readability (5)

**QUIZZES & COMPREHENSIVE FINAL EXAM: (will add up to 30 points)**
1. Module 2: The TEKS System (5)
3. Module 4b: Foundations of ESL (5)
4. Module 7b: Digital Literacy and E-Books (5)
5. COMPREHENSIVE Final Exam (10)

**VIII. Evaluation and Assessment (Grading):**

Earned grades will be assigned at the end of the semester on the following basis:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>69% and below</td>
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Please note, **there are no extra credit options for this course.**
VIII. Course Timeline:

A separate course timeline is located at the end of this document.

IX. Required Textbook:

None – all required reading material is provided within the modules.

Live Text:

As of now, this course DOES NOT have a LiveText assessment.

X. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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 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.

XI. 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 one week, 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. Excused absences include illness with a doctor’s note, death of an immediate family (father, mother, sibling, grandfather) with funeral documentation,
and/or other circumstances may be considered at the discretion of your professor. It will be your responsibility to inform the SFA Student Services of your absence.

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).

Withdrawn 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:

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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **On-campus Resources:**
  - SFASU Counseling Services
    3rd Floor Rusk Building
    936-468-2401
  - SFASU Human Services Counseling Clinic
    Human Services Room 202
    936-468-1041

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

**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](#).

**XII. Additional Information:**

**Texas Certification/Licensing:**

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found 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 cards, a national ID card, or military ID card to take the TEExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

From the Office of SFA’s President regarding COVID:

While many protocols have been eased, pandemic resources remain available. We continue to monitor the situation in our region, as well as the state as a whole. Additional guidance and FAQs can be found at www.sfasu.edu/covid19.

Vaccination – Vaccination is strongly encouraged and remains voluntary. In compliance with Governor Abbott’s Executive Order GA-38, the university currently cannot require individuals to receive a COVID-19 vaccine or provide proof of vaccination.

We encourage everyone to complete SFA’s voluntary vaccine reporting survey in MySFA. Completing this confidential survey assists the campus in identifying SFA’s overall vaccination rate.
Face coverings – Individuals who take personal responsibility such as wearing a mask indoors help reduce the spread of COVID-19. This is voluntary, as all mandates regarding face coverings have been lifted at SFA to comply with Governor Abbott’s Executive Order GA-38.


References


Miller, D. (2013). Room for beliefs: Linking classroom design and what we value. Retrieved from:
https://www.choiceliteracy.com/articles-detail-view.php?id=72&preview=1

http://www.ncte.org/positions/statements/positiononreading.

National Governors Association Center for Best Practices & Council of Chief State School Officers.


Teachers of English to Speakers of Other Languages, Inc. (2010). Position paper on language and literacy development for young English language learners (ages 3-8). Retrieved from:


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Outside of Class Assignments (Total Possible Points)</th>
<th>Due in D2L by 11:59 P.M.</th>
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</table>
| Week 1  8/23-29 | • Module 1: Setting Up for Success  
• Module 2: The TEKS System                                                                                   | • Discussion: *Introduce Yourself - Personal Weebly Website* (5)  
• Discussion: *Setting Up for Success* (5)  
• Quiz: *The TEKS System* (5)  
• Discussion: *TEKS Learning Objective Family Newsletter* (5)                                                | Due Sunday 8/29          |
| Week 2  8/30-9/5 | • Module 3: Things to Consider When Planning Lessons  
  o 3a: Assessments                                                                                          | ***Dropbox: *ELL’s Assessment Position Paper* due to SFA’s Online Writing Lab (OWL – The AARC) (5)                      | Due Sunday 9/5           |
| Week 3  9/6-12 | • Module 3: Things to Consider When Planning Lessons  
  o 3a: Assessments  
  o 3b: ELLs in Education                                                                                   | ***Dropbox: 2 copies *ELL’s Assessment Position Paper* due 1) with revisions + 2) the copy from the OWL – AARC with feedback (5)  
• Dropbox: *ELL’s Writing Analysis* (5)                                                                         | Due Sunday 9/12          |
| Week 4  9/13-19 | • Module 4: Who Has Influenced Reading Instruction?  
  o 4a: Pioneers of English Language Arts  
  o 4b: Pioneers of ESL Language Arts  
• Module 5: Creating a Classroom Community                                                                       | **Quiz: *New Literacies of 21st Century Technology* (5)  
• Quiz: *Foundations of ESL* (5)  
• Discussion: *Digital Morning Meeting Lesson* (5)  
• Discussion: *Building Community Within the ELL Population* (5)                                                 | Due Sunday 9/19          |
| Week 5  9/20-26 | • Module 6: What is a Literate Environment?  
  o 6a: Reading Zone  
  o 6b: Anchor Charts  
  o 6c: Reader’s Workshop                                                                                   | **Dropbox: *Anchor Chart Example* (5)  
• Discussion: *What is a Literate Environment – Becoming a Twitter Expert* (5)  
• Discussion: *Reader’s Workshop Reflection* (5)  
• Dropbox: *Reader’s Workshop Comprehension Lesson Plan* (5)                                                   | Due Sunday 9/26          |
| Week 6  9/27-10/3 | • Module 7: Types of Text  
  o 7a: Awards & Genres  
  o 7b: Digital Literacy  
  o 7c: Readability                                                                                         | **Discussion: *Award Winning Book Family Newsletter* (5)  
• Quiz: *Digital Literacy and e-Readers* (5)  
• Dropbox: *Determining Readability* (5)                                                                        | Due Sunday 10/3          |
| Week 7  10/4-10 | • Module 8: Professional Responsibilities                                                                               | **Discussion: *Action Research* (5)                                                                                   | Due Sunday 10/10         |
| Week 8 10/11 | ** ********** Comprehensive Final Exam (10) ********* Note: modules close 1 hour before exam begins              | **Complete any outstanding discussions/dropbox assignments/quizzes in order to be eligible to take the Final Exam**          | Due Monday 10/11         |