An examination of literacy instructional practices that support, engage, and develop readers across the learning continuum. There is one Live Text assignment related to accountability and accreditation.

PRE-REQUISITES: Admitted to Educator Certification Program; enrolled in Field Experience 1

READ 3330 Language and Literacy II is a 3-credit hour course delivered in an online format. A 3-credit hour course requires student engagement in and out of class.

During online classes, candidates involve with interactive videos and lectures, small group and whole discussions, and presentations. To prepare class participation, candidates are required to spend a minimum of 3 hours outside of class reading course modules and completing related exams. Additionally, candidates in online classes utilize outside of class time for researching and developing lesson plans, creating materials for lesson plan presentations, and collaborating with team members on group assignments. Group assignments involve readings and discussions. Further, candidates are required to take the 4th and 7th grade STAAR released tests. Candidates must familiarize themselves with the workshop lesson presentation rubric to prepare for self-evaluation, peer-evaluation, and professor evaluation.

Diversity Statement/Commitment: 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. For more information, visit http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives

This course is aligned with the mission of the Perkins College of Education (PCOE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

As candidates progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

Program Learning Outcomes (PLOs) Student Learning Outcomes (SLOs)

The following PLO’s are aligned to the Association for Childhood Education International (ACEI) Standards for Elementary Level Teacher Preparation and the Interstate Teacher Assessment and Support Consortium (InTASC). The SLO’s are aligned to the TX Standards for English Language Arts and Reading EC-6, the Council for the Accreditation of Educator Preparation (CAEP) EC-12; the TX Standards for English as a Second Language/Supplemental, and Teachers of English to Speakers of Other Languages (TESOL).

Program Learning Outcomes and Student Learning Outcomes:
PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. (ACEI 1; InTASC 1).

- SLO 1.a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
o SLO 1.a Assessments: - Quiz 2; Reading Workshop Lesson Plan; Reading Life Digital Poster; Literature Circles Group Discussion; Shared Activity: Supporting Struggling Readers

- SLO 1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
  o SLO 1.b Assessments- Quiz 2; Reading Workshop Lesson Plan; Shared Activity: Reading Life Digital Poster; Shared Activity: Supporting Struggling Readers; Shared Activity: Parent Newsletter

- SLO 1.c Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.
  o SLO 1.c Assessment- Shared Activity: Parent Newsletter

PLO 3 Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development. (ACEI 3; InTASC 3, 4, 5, 7, 8).

- SLO 3.b Candidates use assessment results to improve instruction and monitor learning.
  o SLO 3.b Assessments- Quiz 2; STAAR Compare/Contrast Activity & Discussion

- SLO 3.c – Candidates plan instruction including goals, materials, learning activities and assessments. (Texas ESL ST IV & V; TESOL 3a,3b, 3c).
  o SLO 3.c. Assessments- Quiz 2; Reading Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Literature Circles Activity; Shared Activity: Supporting Struggling Readers

- SLO 3.d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
  o SLO 3.d Assessments- Quiz 2; Reading Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Supporting Struggling Readers; Shared Activity: Leaving Tracks

- SLO 3.f Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
  o SLO 3.f Assessments- Reading Workshop Lesson Plan; Shared Activity: Content Area Reflection; Shared Activity: Reading Life Digital Poster; Shared Activity: Literature Circles Group Discussion; Shared Activity: Leaving Tracks

PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective
Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. (ACEI 4; InTASC 6)

- SLO 4.aCandidates use a variety of instructional practices that support the learning of every child.
  - SLO 4.a Assessments- Quiz 3; Reading Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Literature Circles Group Discussion; Shared Activity: Supporting Struggling Readers; Shared Activity: Leaving Tracks
- SLO 4.bCandidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning.
  - SLO 4.b Assessments- Quiz 3; Workshop Lesson Plan
- SLO 4.cCandidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content
  - SLO 4.c Assessments- Quiz 3; Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Literature Circles Group Discussion; Shared Activity: Leaving Tracks
- SLO 4.dCandidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
  - SLO 4.d Assessments- Quiz 3; Reading Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Literature Circles Group Discussion; Shared Activity: Leaving Tracks
- SLO 4.eCandidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
  - SLO 4.e Assessments- Reading Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Literature Circles Group Discussion; Shared Activity: Leaving Tracks
- SLO 4.fCandidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
  - SLO 4.f Assessments- Reading Workshop Lesson Plan; Shared Activity: Literature Circles Group Discussion; Shared Activity: Leaving Tracks
- SLO 4.gCandidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.
  - SLO 4.g Assessments- Reading Workshop Lesson Plan; Shared Activity: Content Area Reading Reflection; Shared Activity: Leaving Tracks

PLO 5Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- SLO 5.aCandidates work collaboratively with colleagues, mentors, and other
school personnel to work toward common goals that directly influence every learner’s development and growth.

- SLO 5.a Assessments- Shared Activity: Content Area Reading Reflection; Shared Activity: Reading Life Digital Poster; Shared Activity: Literature Circles Group Discussion; Shared Activity: Supporting Struggling Readers; Shared Activity: Leaving Tracks; Shared Activity: Parent Newsletter

- SLO 5.b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
  - SLO 5.b Assessments- Reading Workshop Lesson Plan; Reading Life Introduction; Content Area Reading Reflection; Shared Activity: Literature Circles Group Discussion; Shared Activity: Supporting Struggling Readers; Shared Activity: Leaving Tracks; Shared Activity: Parent Newsletter

- SLO 5.c Candidates participate in peer and professional learning communities to enhance student learning.
  - SLO 5.c Assessments- Reading Life Introduction; Shared Activity: Content Area Reading Reflection; Shared Activity: Literature Circles Group Discussion; Shared Activity: Supporting Struggling Readers; Activity: Leaving Tracks; Shared Activity: Parent Newsletter

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

**D2L/ Brightspace Support** -
- For D2L/ Brightspace technical support, contact student support in the Office of Instructional Technology (OIT) or call 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L/ Brightspace), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L/ Brightspace, visit SFA ONLINE where you will find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment. To avoid late submissions, do not wait until the last minute to submit assignments. Please leave enough time for unexpected delays such as computer updates, problems with file formatting, etc.

Brightspace usage will be checked before assignments are graded to ensure that candidates are spending adequate time reading/watching materials within each module. Not doing so shows lack of participation, lack of desire to learn, and does not exemplify what teachers want
and/or expect from their own students (remember, you are a future teacher). Failure to access and read the content provided in the modules may result in a grade of zero.

**Professionalism** Candidates are expected to show initiative and to actively participate in online discussions. Candidates are expected to have a professional demeanor that will reflect your future successful teacher qualities. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional. All assignments that require a LiveText submission MUST be uploaded into LiveText.

### IV. 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>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>70 – 79 points</td>
</tr>
<tr>
<td>F</td>
<td>69% and below</td>
<td>&lt; 69 points</td>
</tr>
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**Quizzes (5 points):**

**Quiz: Course Introduction Module (5):** This exam assesses candidates’ understanding of the expectations for READ 3330. (Content from READ 3330 Course Syllabus)

**Dropbox Assignments (24 points):**

**Reading Workshop Research Lesson (Draft 1) (8)** – This assignment assesses candidates’ knowledge, understanding, and application of 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 (CAEP: PLO 1, SLO 1.a, SLO 1.b, PLO 3, SLO 3.c, SLO 3.d, SLO 3.f, PLO 4, SLO 4.a, SLO 4.b, SLO 4.c, SLO 4.d, SLO 4.e, SLO 4.f, SLO 4.g, PLO 5, SLO 5.b; PPR: B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B13, B14, B15, C2, E2; InTASC 1, 5, 7).

**Reading Workshop Research Lesson (Final Draft) (16)** – This assignment assesses candidates’ knowledge, understanding, and application of 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 (CAEP: PLO 1, SLO 1.a, SLO 1.b, PLO 3, SLO 3.c, SLO 3.d, SLO 3.f, PLO 4, SLO 4.a, SLO 4.b, SLO 4.c, SLO 4.d, SLO 4.e, SLO 4.f, SLO 4.g, PLO 5, SLO 5.b; PPR: B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B13, B14, B15, C2, E2; InTASC 1, 5, 7). **Elementary Education majors must upload the Final Draft of the Reading Workshop Lesson Plan to LiveText. If you fail to submit the final draft to LiveText or submit the wrong assignment to LiveText, you will receive a failing grade in READ 3330. SPED majors do not need to upload their Reading Workshop Lesson Plan into LiveText.**
Shared Activities/Discussions (66 points):

Reading Life Introduction/Digital Poster (6) – This assignment assesses how 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 (CAEP: PLO 5, SLO 5.b, SLO 5.c; PPR: B9, B10, C1, C2, C3, D6, E1, E3; InTASC 9).

Digital Literacy (8) – This assignment assesses how 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 (CAEP: PLO 3, SLO 3.f, PLO 4, SLO 4.a, PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B4, B5, B8, B9, B11; InTASC: 5, 9, 10; ISTE: 1a, 2a, 3a, 3b, 4c, 5a, 5b.)

Literature Circle Group Discussion Activity (8) – This assignment assesses how 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 (CAEP: PLO 1, SLO 1.a, PLO 3, SLO 3.c, SLO 3.f, PLO 4, SLO 4.a, SLO 4.c, SLO 4.d, SLO 4.e, SLO 4.f, PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B3, B4, B5, B6, B7, B8, B9, B12, E2, E8; InTASC: 2, 3, 8, 9, 10).

Supporting Struggling Readers (6) - This assignment assesses how 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; and 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 (CAEP: PLO 1, SLO 1.a, SLO 1.b, PLO 3, SLO 3.c, PLO 4, SLO 4.a, PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B2, B4, B5, B6, B7, B8, B9, B10, B13, B15, C1; InTASC: 2, 3, 9, 10).

Leaving Tracks (6) - This assignment assesses how 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; and 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 (CAEP: PLO 1, SLO 1.b, PLO 3, SLO 3.d, SLO 3.f, PLO 4, SLO 4.a, SLO 4.c, SLO 4.d, SLO 4.e, SLO 4.f, SLO 4.g, PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B3, B8, B9, B11, C2; InTASC: 8, 9, 10).

Inferring with Poetry (6) – This assignment assesses how 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; and 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 (CAEP: PLO 1, SLO 1.b, PLO 3, SLO 3.d, SLO 3.f, PLO 4, SLO 4.a, SLO 4.c, SLO 4.d, SLO 4.e, SLO 4.f, SLO 4.g, PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B3, B8, B9, B11, C2; InTASC: 8, 9, 10).

**Reading Workshop Lesson Plan Peer Editing (8)** – This assignment assess how candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study, and professional learning, and involvement in their professional community (CAEP: PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: G1, G2, G4; InTASC 10)

**Parent Newsletter (6)** - This assignment assesses how 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 (CAEP: PLO 1, SLO 1.b, PLO 5., SLO 5.a, SLO 5.b, SLO 5.c; PPR: B2, E9; InTASC 1, 3, 9, 10; ISTE: 4d).

**Summarizing and Synthesizing (6)** – This assignment assess how 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 (CAEP: PLO 3, SLO 3.c, SLO 3.f, PLO 4, SLO 4.a, SLO 4.c, SLO 4.e, PLO 5, SLO 5.a, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B1, B2, B3, B4, Ba, B9, B11; InTASC 5, 8).

**Content Area Reading Reflection (6)** - This assignment assesses how 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 (CAEP: PLO 3, SLO 3.c, SLO 3.d, SLO 3.f, PLO 4, SLO 4.a, SLO 4.c, SLO 4.d, SLO 4.e, SLO 4.f, SLO 4.g, PLO 5, SLO 5.a, SLO 5.b, SLO 5.c; PPR: B1, B2, B5, B8, B11, D1, D7; InTASC 5).

**Professionalism (5 points):**

Candidates receive 5 points for participation and professional behaviors. Points will be deducted on the basis of the following:

- **Participation** – Candidates are expected to fully participate in all discussions, activities and all other course interactions. .5 points will be deducted for lack of participation in a discussion or activity.
- **Professional behaviors** – Students are expected to conduct themselves in a professional manner. This includes but is not limited to: professional verbal and written communication and professional behaviors towards instructor and fellow candidates.
• Meeting assignment/quiz due dates – candidates will have .5 professionalism points deducted each time an assignment or quiz is incomplete or turned in late, when late assignments are accepted.

V. Course Calendar: This is also provided as a separate document in D2L/Brightspace:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module Contents &amp; Assignments</th>
<th>DUE by 11:59 pm on:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Course Introduction &amp; Foundations of Upper-Level Reading</strong></td>
<td>Sunday Aug. 29</td>
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<tr>
<td>Aug. 23-27</td>
<td>Required Reading: Week 1 Module(s):</td>
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<tr>
<td></td>
<td>• Course Introduction</td>
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<td>• Foundations of Upper-Level Reading</td>
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<td>Strategies That Work:</td>
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<td></td>
<td>• Chapters 1 &amp; 2</td>
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<td>Assignment(s) Due This Week:</td>
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<tr>
<td></td>
<td>• Quiz: Course Introduction Module</td>
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<td></td>
<td>• Select article for Literature Circle Activity – QUALTRICS Link</td>
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<tr>
<td>Week 2</td>
<td><strong>Instructional Practices That Engage Readers/ Vocabulary Instruction</strong></td>
<td>Sunday Sept. 5</td>
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<td>Aug. 30-Sept. 3</td>
<td>Required Reading: Week 2 Module(s):</td>
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<tr>
<td></td>
<td>• Instructional Practices That Engage Readers</td>
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<td>• Vocabulary Instruction</td>
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<td>Strategies That Work:</td>
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<td>• Chapters 3 &amp; 4</td>
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<td>Assignment(s) Due This Week:</td>
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<td></td>
<td>• Shared Activity/Discussion: Reading Life Digital Poster (See instructions in Week 1 module)</td>
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<td><em>(Initial posts due THURSDAY, Sept. 2. Responses to classmates are due SUNDAY, Sept. 5)</em></td>
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<td>• Shared Activity/Discussion: Digital Literacy</td>
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<td><em>(Initial posts due SUNDAY, Sept. 5. Responses to classmates are due WEDNESDAY, Sept. 8)</em></td>
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<td>• Read article for Literature Circle Activity</td>
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<td>Week 3</td>
<td><strong>Adapting Instruction for Struggling Readers &amp; Special Populations</strong></td>
<td>Sunday Sept. 12</td>
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<td>Sept. 6-10</td>
<td>Required Reading: Week 3 Module(s):</td>
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<td></td>
<td>• Adapting Instruction for Struggling Readers &amp; Special Populations</td>
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<td>Strategies That Work:</td>
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<td></td>
<td>• Chapters 5 &amp; 6</td>
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### Assignment(s) Due This Week:
- Shared Activity/Discussion: Literature Circle Group Discussion  
  *(Initial posts due TUESDAY, Sept. 7. Responses to classmates are due SUNDAY, Sept. 12)*
- Shared Activity/Discussion: Supporting Struggling Readers  
  *(Initial posts due THURSDAY, Sept. 9. Responses to classmates are due SUNDAY, Sept. 12)*

### Genres & Text Structures/ Monitoring Comprehension & Building Background Knowledge

#### Required Reading:
Week 4 Module(s):
- *Intro to Comprehension Strategy Instruction*
- *Monitoring Comprehension & Building Background Knowledge*

#### Strategies That Work:
- Chapters 7 & 8

### Assignment(s) Due This Week:
- Shared Activity/Discussion: Leaving Tracks  
  *(Initial posts due THURSDAY, Sept. 16. Responses to classmates are due SUNDAY, Sept. 19)*
- Continue working on Reading Workshop Lesson Plan ROUGH DRAFT

### Asking Questions, Visualizing & Inferring

#### Required Reading:
Week 5 Module(s):
- *Asking Questions to Enhance Comprehension*
- *Visualizing and Inferring*

#### Strategies That Work:
- Chapters 9 & 10

### Assignment(s) Due This Week:
- Shared Activity/Discussion: Inferring with Poetry  
  *(Initial posts due THURSDAY, Sept. 23. Responses to classmates are due SUNDAY, Sept. 26)*
- Shared Activity/Discussion: Reading Workshop Lesson Plan Peer Editing  
  *(Submit to partner for peer editing by TUESDAY, Sept. 21. Partner feedback due by FRIDAY, Sept. 24. Draft due into Dropbox by SUNDAY, Sept. 26).*
- Dropbox: Reading Workshop Lesson Plan ROUGH DRAFT (through “Sharing/Closure”)

### Determining Importance, Summarizing & Synthesizing

#### Required Reading:
Week 6 Module(s):
- *Determining Importance*
- *Summarizing & Synthesizing*

#### Strategies That Work:
- Chapters 11 & 12

**Week 4**  
Sept. 13-17

**Week 5**  
Sept. 20-24

**Week 6**  
Sept. 27-Oct. 1

**READ 3330**

Sunday
Sept. 19

Sunday
Sept. 19

Sunday
Sept. 26

Sunday
Oct. 3
**Assignment(s) Due This Week:**
- Shared Activity/Discussion: Parent Newsletter
  *(Initial posts due THURSDAY, Sept. 30. Responses to classmates are due SUNDAY, Oct. 3)*
- Shared Activity/Discussion: Summarizing & Synthesizing
  *(Initial posts due SUNDAY, Oct. 3. Responses to classmates are due WEDNESDAY, Oct. 6)*
- Continue work on Reading Workshop Lesson Plan FINAL DRAFT
  *(include “Lesson Reflection and Rationale”)*

**Week 7 Oct. 4-8**

**Content Literacy, Assessments in Upper-Level Reading & Final Activities**

**Required Reading:**
Week 7 Module(s):
- Content Literacy
- Assessments in Upper-Level Reading

**Strategies That Work:**
- Chapter 13
- PDF Chapter 15: Test Reading

**Assignment(s) Due This Week:**
- Shared Activity/Discussion: Content Area Reading Activity Reflection
  *(Initial posts due THURSDAY, Oct. 7).*
- Dropbox: Reading Workshop Lesson Plan FINAL Draft

***EC-6 Majors ONLY – Submit Reading Workshop Research Lesson Final Draft to LiveText***

- **ALL ASSIGNMENTS MUST BE COMPLETED BY 11:59 ON THURSDAY, OCT. 7TH**

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**VI. Required and Recommended Textbook:**


**Live Text:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. **The LiveText assignment for READ 3330 is the Reading Workshop Lesson (Final Draft).** Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-
mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

### Research-Based Principles:

The EC-6 program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.


* This course provides an APA Module so you may not need this textbook.


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII: Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absence Policy 6.7:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s
attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities 6.1, 6.6:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) Using or attempting to use unauthorized materials on any class assignment or exam; (2) Falsifying or inventing of any information, including citations, on an assignment; (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 one's own. Examples of plagiarism include, but are not limited to: (1) Submitting an assignment as one's own work when it is at least partly the work of another person; (2) Submitting a work that has been purchased or otherwise obtained from the Internet or another source; (3) 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, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades 5.5:**

At the discretion of the instructor of record and with the approval of the academic 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 work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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 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.

SFASU 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  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic
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.

Texas Certification/Licensing:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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 TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.