READ 5316.502
Disciplinary Literacy
Fall – 1, 2021

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

Instructor Information: Dr. Pamela Vaughn

Course Time & Location: Web
Office Location: Early Childhood Research Center, 201-G
Office Phone: 936.468.5806
Main Office: 936.468.2904
Office Hours: online Thursdays, 11:00-3:00 PM via Zoom; other times by appointment
Credits: 3 credit hours
Contact: email within D2L (response within 48 hours between Monday-Friday)

I. Course Description

An examination of effective reading and writing strategies appropriate to interdisciplinary content areas.

Course Justification

This three-credit hour online graduate course contains 6 weeks of instruction plus a final examination. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. The candidate uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction across content areas by utilizing appropriate methods and resources to address the varied learning needs of all PK-12 students. An extensive amount of scientifically-based readings are included within and outside the course to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, team projects, quizzes, checklists, videos, and/or readings. A relevant field-based instructional coaching observation provides an opportunity for candidates to apply knowledge of effective feedback and instructional modifications to improve student learning within various 3rd-12th grade settings. A minimum of six hours of outside reading, research, application, and reflection is expected of candidates each week to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

II. Intended Learning Outcomes/Goals/Objectives

READ 5316 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

<table>
<thead>
<tr>
<th>Program Learning Objectives (PLOs) – Sidewalk Comparison</th>
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</thead>
<tbody>
<tr>
<td><strong>Texas Educators Approved Standards</strong></td>
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<tr>
<td><strong>International Literacy Association (ILA) Standards</strong></td>
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<tr>
<td><strong>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</strong></td>
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<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs CANDIDATE RESPONSIBILITIES</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs PROVIDER RESPONSIBILITIES</th>
</tr>
</thead>
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<tr>
<td>Standard I: Components of Reading</td>
<td>Standard 1: Foundational Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
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<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 4: Diversity &amp; Equity</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
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<tr>
<td>Standard III: Strengths and Needs of Individual Students</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 4: Diversity &amp; Equity</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
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<tr>
<td>Standard II: Assessment and Instruction</td>
<td>Standard 3: Assessment &amp; Evaluation</td>
<td>Standard 5: Learners &amp; The Literate Environment</td>
<td>Standard 4: Program Impact</td>
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<td>Standard 7: Practicum/Clinical Experiences</td>
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<td>Standard 2: Clinical Partnership and Practice</td>
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READ 5316 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (TX Standard 1). Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools (ILA Standard 1).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard 2). Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders (ILA Standard 3).
**PLO 3:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard 4). Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (ILA Standard 6).

**READ 5316 is aligned to the Texas English Language Arts and Reading (Grades 4-8) Standards:**

- **PLO 1:** Teachers of students in grades 4-8 understand the foundations of reading and early literacy development (Standard II).
- **PLO 2:** Teachers understand the importance of word analysis (including, blending, structural analysis, and sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency (Standard III).
- **PLO 3:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving comprehension (Standard IV).
- **PLO 4:** Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication (Standard V).
- **PLO 5:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills (Standard VI).
- **PLO 6:** Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area (Standard VII).

**Student Learning Outcomes (SLOs)**

**READ 5316 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:**

- 1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.32s, 1.33s, 2.12k, 2.15s, 2.16s, 2.17s, 4.11s, 4.16s, 4.17s, 4.18s

**READ 5316 assesses the following Texas English Language Arts and Reading (Grades 4-8) Standard’s Knowledge and Skills:**

- 2.9k, 2.10k, 2.8s, 2.10s, 2.11s, 2.12s, 2.13s, 3.1k, 3.2k, 3.3k, 3.4k, 3.3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.1s, 3.2s, 3.5s, 3.6s, 4.12k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k, 4.19k, 4.20k, 4.21k, 4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s, 4.19s, 4.20s, 5.6k, 5.7k, 5.8k, 5.9k, 5.10k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 6.1k, 6.2k, 6.3k, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s

**D2L Support**

- For D2L 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), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L, visit SFA ONLINE where you'll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are available within D2L. They 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.
Professionalism You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or 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 or in writing are expected to be professional. All assignments that require a LiveText submission MUST be uploaded into LiveText. Points from the Syllabus & Timeline Quiz will count towards your professionalism in this course. Any infractions will result in a loss of any/all points.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO’s) Texas English Language Arts and Reading (Grades 4-8) SLO’s are italicized: (83 points)

- **Module 1 ~ Dropbox: Excellent Reading Teachers (10 points)** Candidates will articulate the correlations among teacher dispositions and student learning. (1.28k, 1.30s) (2.8s, 2.10s, 2.11s, 2.12s, 4.19s)
- **Module 2 ~ Dropbox: Student Engagement (10 points)** Candidates will advocate for changes in societal practices (5.10k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s)
- **Module 3 ~ Dropbox: Purposeful Reading (10 points)** Candidates will demonstrate an understanding of the research to support comprehension and motivation. (2.15s, 2.16s, 2.17s) (4.19k, 4.20k, 4.21k, 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s)
- **Module 4 ~ Dropbox: Strategies for Content Areas (10 points)** Candidates will support classroom teachers with implementing instructional approaches for all students. (1.26k, 1.27k, 1.32s, 1.33s) (4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s, 2.9k, 2.10k, 3.5s, 3.6s, 4.12k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k, 6.1k, 6.2k, 6.3k, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s)
- **Module 5 ~ Dropbox: Beliefs into Practice (10 points)** Candidates will demonstrate an understanding of the research that supports reading and writing instruction for all preK-12 students. (1.31s, 2.12k) (3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.1s, 3.2s, 5.6k, 5.7k, 5.8k, 5.9k)
- **Module 6 ~ Dropbox: Instructional Coaching Observation (10 points)** Candidates will support classroom teachers in providing differentiated instruction. (4.11s, 4.16s) (3.1k, 3.2k, 3.3k, 3.4k)
- **Module 7 ~ Dropbox: The JOY of Reading (10 points)** Candidates will promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, and administrators (4.17s, 4.18s) (2.13s, 4.18s, 4.20s)
- **Module 8 ~ Dropbox: Final Exam (13 points)**

**QUIZZES/DISCUSSIONS:** (15 points)

- **Module Setting Up for Success ~ QUIZ: Syllabus and Timeline (2 points)** These points will be counted towards your professionalism in this course. Any infractions will result in a loss of any/all points.
- **Module 1 ~ Discussion: Introduction and Article Synthesis (5 points):** Candidates will post their introductions and synthesize their understanding of the article, *The Realities of Reading*
- **Module 4 ~ Discussion: Strategies vs. Skills (5 points)** Candidates will support classroom teachers with implementing instructional approaches for all students.
- **Module 5 ~ Discussion: Sharing our Reading Lives (5 points)** Candidates will promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with colleagues.

### IV. Evaluation and Assessment (Grading):

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>90 – 100%</th>
<th>80 – 89%</th>
<th>70 – 79%</th>
<th>69% or below</th>
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<tr>
<td>A</td>
<td>90 – 100 points</td>
<td>80 – 89 points</td>
<td>70 – 79%</td>
<td>69% or below</td>
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</table>
Any earned grade below 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

**V. Course Timeline**

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

**VI. Required and Recommended Textbooks:**

No textbook is required for the course. All required readings are provided in D2L.

**Research-Based Supplemental Readings:**

The Reading Specialist 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.

**JOURNALS/PERIODICALS**

- *Journal of Adolescent & Adult Literacy*, International Literacy Association
- *Literacy Today*, International Literacy Association
- *Reading Research Quarterly*, International Literacy Association
- *The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is a requirement for this course and is part of the professionalism grade. 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.

Students in the 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the PCOE, 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:**

All policies can be accessed in their entirety at [http://www.sfasu.edu/policies](http://www.sfasu.edu/policies)

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

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester 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 academic integrity is a responsibility for 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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or 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 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, except as allowed through policy (i.e., Active Military Service (6.14). 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.

Texas Certification/Licensing:

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:
     o You enrolled or planning to enroll in an educator preparation program or
     o You are planning to take a certification exam for initial educator certification, and
     o 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 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.
## READ 5316 Tentative Timeline

### Topics with Assignments (Total Possible Points)

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<tr>
<th>Date</th>
<th>Due in D2L by 11:59 P.M.</th>
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<tr>
<td><strong>Wk. 1</strong> 8/23-29</td>
<td><strong>Sunday, 8/29</strong></td>
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<td><strong>Wk. 2</strong> 8/30-9/5</td>
<td><strong>Sunday, 9/5</strong></td>
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<td><strong>Wk. 3</strong> 9/5-12</td>
<td><strong>Sunday, 9/12</strong></td>
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<td><strong>Wk. 4</strong> 9/13-19</td>
<td><strong>Sunday, 9/19</strong></td>
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<td><strong>Wk. 5</strong> 9/20-26</td>
<td><strong>Sunday, 9/26</strong></td>
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<tr>
<td><strong>Wk. 6</strong> 9/27-10/3</td>
<td><strong>Sunday, 10/3</strong></td>
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<tr>
<td><strong>Wk. 7</strong> 10/4-10</td>
<td><strong>Sunday, 10/10</strong></td>
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### Assignments

- **Complete Module: Setting Up for Success**
  - Quiz: Syllabus & Timeline (2)
  - Discussion: Introduction and Article Synthesis (5)
- **Complete Module 1: Excellent Reading Teachers**
  - Dropbox: Excellent Reading Teachers (10)
- **Complete Module 2: Student Engagement**
  - Dropbox: Student Engagement (10)
- **Complete Module 3: Purposeful Reading**
  - Dropbox: Purposeful Reading (10)
- **Complete Module 4: Learning Strategies**
  - Discussion: Strategies vs Skills (5)
  - Dropbox: Strategies for Content Areas (10)
- **Complete Module 5: Supporting Student Learning**
  - Discussion: Sharing Our Reading Lives (5)
  - Dropbox: Beliefs into Practice (10)
- **Complete Module 6: Providing Instructional Coaching**
  - Dropbox: Instructional Coaching Observation (10)
- **Complete Module 7: The JOY of Reading**
  - Dropbox: The JOY of Reading (10)
- **Complete Module 8: Final Exam**
  - Dropbox: Final Exam (13)

********** Finalized Grades **********

Your final grade will not be posted to the Registrar’s Office until all discussions and dropbox assignments have been completed & submitted.

“**We shouldn’t teach great books; we should teach a love of reading.”**

—B.F. Skinner