I. Course Description

READ 5300 - Focus on acquisition and development of reading skills in early childhood.

II. Course Justification

This three-credit hour online graduate course contains 6-weeks of instruction. The course uses the Texas Reading Language Arts Essential Knowledge and Skills (TEKS) as its curricular basis. Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students in upper level reading classrooms. An extensive amount of scientifically based readings is included within and outside the course in order to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through, assignments, quizzes, videos, and/or readings. A minimum of 6 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 teachers.

Perkins College of Education (PCOE) 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.

II. Intended Learning Outcomes/Goals/Objectives

READ 5300 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

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

The Program Learning Objectives and Student Learning Objectives align with the mission of preparing competent reading professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to deliver reading professional development to adults in the field. The Program Learning Objectives are aligned to the International Reading Association (IRA) Standards.

• PLO 1 (program expectations) Teacher Candidates (TC) know, understand, and use the major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.
  o SLO 1.1 – (course expectations) TCs are aware of state and national content and performance standards for reading/language arts and approaches for teaching and assessing those standards.
  o SLO 1.3 – TCs are able to use a variety of techniques for fostering emergent literacy in research-based skills such as phonemic awareness, phonics, word recognition, vocabulary, fluency, and text comprehension.

• PLO 3 TCs 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.
  o SLO 3.4 – TCs are able to use varied methods, materials, and grouping patterns to teach students of varying abilities from a variety of cultures and backgrounds.
  o SLO 3.5 – Be aware of and be able to use a variety of approaches to teaching literacy.

• PLO 4 TCs 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.
  o SLO 4.2 – TCs are able to use a variety of methods to monitor and assess students’ progress.

• PLO 5 TCs 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.
  o SLO 5.6 – TCs are able to work collaboratively with other professionals.

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

Technical Support
• For D2L/BRIGHTSPACE technical support, contact student support in the Office of Instructional Technology (OIT) or 936-468-1919.
• For general computer support (not related to D2L/BRIGHTSPACE), contact the Technical Support Center (TSC) at 936-468-HELP (4357).
• To learn more about using D2L/BRIGHTSPACE, visit SFA ONLINE.

Professionalism

You are expected to show initiative and to actively participate. 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 or in writing 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 dropbox assignments and quizzes must be completed by the final due date. If you have any outstanding assignments and quizzes at the end of the semester, the grade of F will be submitted to the Registrar’s Office for your final grade.

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.
**Dropbox Assignments:** (30 points)
- Module 4: Paper – How to Teach a Child to Read (4)
- Module 8: Curriculum Based Measurement Progress Monitoring (4)
- Module 10: Spelling Inventory & Word Study Lesson Plan (4)
- Module 10: Running Record (4)
- Module 10: Guided Reading Lesson Plan – Super Kids (4)
- Module 11: Final Paper – Professionalism & Community (10)

**Quizzes:** (70 points)
- Module 1: Foundations for Reading (4)
- Module 2: Reading Skills (4)
- Module 5: Fundamentals of Literacy Instruction & Assessment Textbook
  - Chapter 1 (4)
  - Chapter 2 (4)
  - Chapter 3 (4)
  - Chapter 4 (4)
  - Chapter 5 (4)
  - Chapter 8 (4)
  - Chapters 9-17 (4)
- Module 7: Thalia Strategies Video (4)
- Module 8: Primary Areas of Concern (4)
- Module 8: Beginning Texts (4)
- Module 9: Dyslexia (4)
- Module 9: ESL (4)
- Module 10: Running Record, Miscues & Fluency (4)
- Module 11: Final Exam (10)

**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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
</tr>
</tbody>
</table>

Any earned final grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

**V. Course Calendar**

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

**VI. Required Textbooks & Subscriptions**


**LiveText (Watermark) Assignments – There are 3 Watermark assignments in this course**

READ 5300 is one of several courses that collects assignments for students who are Perkins College of Education (PCOE) majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the PCOE, using the Watermark data management system. Students who do not have an existing Watermark account will receive an access code via your SFA Titan/Jacks email within the first week of class. You will be required to register your Watermark account following
instructions emailed to you. If you forward your SFA “JACKS” e-mail to another account and do not receive an e-mail concerning Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

Note: Failure to activate the account and submit the two required assignments in LiveText may affect your final grade for this course. If you have questions about Watermark, check http://coe.sfasu.edu/LiveText or call 936-468-1267 or e-mail SFALiveText@sfasu.edu. If you experience technical problems after activation, call 936-468-7050 to email LiveText@sfasu.edu.

### Research-Based Principles & Recommended Reads

The 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.

**Research-Based Principles**
- *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**
- Findings of the National Reading Panel, http://reading.uoregon.edu/big_ideas/
- A Focus on Fluency, www.prel.org/products/re_fluency-1.htm
- Dyslexia Basics, https://dyslexiaida.org/fact-sheets/
- Steps to Success: Crossing the Bridge between Literacy Research and Practice, https://milnepublishing.geneseo.edu/steps-to-success/
- Understanding Dyslexia and the Reading Process. Marion Sanders (2001) ISBN 0 205 3907 0
- STAAR test http://www.tea.state.tx.us/student.assessment/staar/
- Texas Essential Knowledge and Skills - Lists of expected skills by grade level, http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html
- Supporting English Language Learners with LO TEKS http://elltx.org/
- State Teacher Content Area Exam for EC-6 Generalist (Texas) practice questions http://www.texas.ets.org/prepmaterials/

### VII. Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the college. 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

Class Attendance and Excused Absence Policy 6.7

This course meets online. There are no face-to-face meetings. Attendance can be defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily. A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

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, grandparent) 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.

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 / 936-468-1004 (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.

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 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.

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. 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**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. For information regarding the iCare program call the office at 936-468-2703.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**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](https://www.tac.gov/). 

**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:
- 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 on TEA’s website.

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. 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
## Tentative Timeline for Reading 5300

<table>
<thead>
<tr>
<th>Date</th>
<th>Modules to Complete with Associated Dropbox Assignments, *LiveText Assignments, &amp; Quizzes (Total Possible Points)</th>
<th>Due in D2L by 11:59 P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-6</td>
<td>Work at your own pace completing all assignments and quizzes by Thursday, 8/5/2021 @ 11:59 PM.</td>
<td></td>
</tr>
<tr>
<td>6/28/2021</td>
<td><strong>Module: Setting Up for Success</strong></td>
<td>Thursday, 8/05/2021</td>
</tr>
<tr>
<td>8/05/2021</td>
<td><strong>Module 1: Building Blocks of Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Foundations for Reading (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 2: Five Important Skills</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Reading Skills (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 3: Approaches to Teaching Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 4: Levels &amp; Stages</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Dropbox: Paper – How to Teach a Child to Read (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 5: Textbook – Fundamentals of Literacy Instruction</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapter 1 – Struggling Reading, Effective Teacher (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapter 2 – The Big 5 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapter 3 – Language Development (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapter 4 – Phonological &amp; Phonemic Awareness (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapter 5 – Phonics (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapter 8 – Fluency (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Chapters 9-17 – Oral &amp; Reading Vocabulary (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 6: Textbook – Beck, How to Teach Phonics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 7: Strategies for Teaching Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Thalia Strategies Video (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 8: Curriculum Based Measurement Assignment – Monitor Progress</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Dropbox: Curriculum Based Measurement Progress Monitoring (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Primary Areas of Concern (PAC) (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Beginning Texts (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 9: Differentiating Instruction</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Dyslexia (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: ESL (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 10: Assignments &amp; LiveText</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o *Spelling Inventory &amp; Word Study Lesson Plan (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ LiveText #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Dropbox</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Dropbox: Running Record (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quiz: Running Record, Miscues &amp; Fluency (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Dropbox: Guided Reading Lesson Plan – Super Kids (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Module 11: Final Exam &amp; LiveText #2 &amp; #3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Final Exam (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ LiveText #2 (enter a screenshot of your score)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Final Paper: Professionalism &amp; Community (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Dropbox</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ LiveText #3</td>
<td></td>
</tr>
</tbody>
</table>

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

Please note: Your final grade will be recorded as an F to the Registrar’s Office on Friday, 08/06/2021 if you have any incomplete dropbox assignments and/or quizzes.