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

Instructor Information: Ronda McClain

Office: Early Childhood Research Center  
Office Phone: 936.468.2904 main office  
Course Time & Location: Online/D2L  
Office Hours: 8:00-11:00 M-Th or upon request  
Credits: 3 graduate credit hours  
Email: mcclainrs1@sfasu.edu

It is always best to call or email me prior to visiting campus to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs. I am happy to meet with you via ZOOM as well.

I. Course Description

This course provides an examination of early literacy of young children, issues, theories, and content related to early literacy, assessment, and explicit instruction.

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 in order 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 in order 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

**Program Learning Objectives (PLOs)**

<table>
<thead>
<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</th>
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</thead>
<tbody>
<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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<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
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<td>Standard III: Strengths and Needs of Individual Students</td>
<td>Standard 3: Assessment &amp; Evaluation</td>
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<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 5: Learners &amp; The Literate Environment</td>
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<td>Standard 6: Professional Learning &amp; Leadership</td>
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<td>Standard 2: Clinical Partnership and Practice</td>
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<td>Standard 7: Practicum/Clinical Experiences</td>
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READ 5308 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals:

**PLO 1: READING SPECIALIST/LITERACY COACH CANDIDATES UNDERSTAND THE THEORETICAL AND EVIDENCE-BASED FOUNDATIONS OF READING AND WRITING PROCESSES AND INSTRUCTION**

The following items are aligned to the International Literacy Association 2010 Standards:

**SLO 1.1** Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes,
and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections
SLO 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

SLO 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

**Student Learning Outcomes (SLOs)**

READ 5308 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 5308 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

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

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** – Textbook readings are included in the course timeline and in D2L. Additional readings may be housed in D2L. 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.

**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.

**Dropbox Assignments (45 points)**

**Scanned Observation Survey Assessments:** For this assignment, you will assess a five or six-year-old child using Running Records, Concepts About Print, Letter Identification, Word Reading, Writing Vocabulary, and Hearing and Recording Sounds in words observation survey batteries. Scan the six assessment forms and post as one document.

**Red Book Series Visual:** Now that you have read through EACH of the five Red Book Series booklets that have framed the past two decades in reading instruction, you are going to demonstrate your understanding through a visual. Create some sort of graph, chart, table, visual, etc... that includes the following:

- The name of the reading component
- A definition of that reading component
- Instructional strategies that are shown to be most effective in the teaching of that reading component
- One idea/sentence/thought that 'jumped' out at you from the reading. You are to write the sentence, word for word in quotation marks, and put the page number of the booklet where that sentence is found. After you cite the sentence, write at least two sentences of your own as to why you found that sentence to be so significant to you.

You will have a total of FIVE components that include each of the bulleted items above.

**Staff Development Agenda and 1-Page Handout:** For this assignment, you will create a one-page agenda and one-page handout in response to the following scenario:

- “You are the reading specialist at your school facilitating a book study with the principal, kindergarten and first grade teachers. The title of the book is "Every Young Child a Reader" by Gibson and Moss. Read Chapter 1. Summarize and synthesize the information to create a 1-page agenda and 1-page handout. Remember, you are the facilitator, therefore your agenda should reflect how you plan to engage the participants with this information.”

**Letter to Administrator:** For this assignment, you will write a letter to the school principal explaining why you believe funds should be used to purchase narrative and informational texts for kindergarten and first grade classrooms. This letter should use formal language and should include research-based references and citations to support your argument. Consider as you write, that a letter like this may be presented to higher administration or the school board of education, so you will want to sound like you are confident and informed as you advocate for your cause.

**T-Chart Match Strategies & TEKS:** For this assignment, you will complete a T-chart by reviewing your child’s assessment data. You will also review the following TEKS for either kindergarten or first grade:

- Print awareness, phonological awareness, phonics, and strategies
- Select three student expectations from each of the four TEKS above and identify an activity that can be used to teach each student expectation. An example of the T-Chart is provided.
Case Study and Recommendation: For this assignment, you will respond to a scenario.

- “After six weeks of school, a kindergarten or first grade teacher noticed that a student was progressing slowly in her class and she wanted to help the student. So, she approached you, the Master Reading Teacher and requested recommendations on how to support this child. You gave the student the six Observation Survey tasks. After assessing the child, you completed the Observation Survey Summary Form and 2-3-page recommendations. You scheduled a meeting with the teacher to discuss the student’s strengths and roadblocks, as well as, strategies to support this child’s literacy development.”
- For this Case Study, you will submit the completed Observation Survey Summary Form, 2-3-page recommendations for each area assessed, and Appendices that include the 6 assessments.
- Upload your Case Study to the Dropbox and Livetext by Due Date/time

Discussion Board Assignments (30 points)

Introduction: For this discussion, you will introduce yourself to the class. When you post your introduction, follow these instructions:

- Use your first and last names for your subject line (i.e. Susy Bookworm)
- Share where you teach or what you are currently doing professionally.
- Share which program you are enrolled in: Reading Specialist, Early Childhood, Elementary Education, etc.
- Share a little bit about yourself. Please feel free to post a picture
- Share your earliest memory of learning how to read...who taught you...what did you read...how did you feel when reading or being read to?
- Please read other's introductions and respond to at least 2 classmates.

Every Young Child a Reader: To prepare for this discussion, you will read pages 1-11 (EYCR book) and Article: More than ABC’s. Share your thoughts about Clay’s research and theory on early literacy and Article: More than ABC’s in at least 150 words. In a second paragraph of the same discussion response, you will list questions you have about the six observation survey assessments. Please post your thoughts and respond to at least 2 classmate's posts by the due date/time.

Observation Survey Assessments

Discussion: This discussion will be more of a reflection. After reading about all of the Observation Survey tasks, please take a moment to write about your previous experience with assessment tools like the Observation Survey tasks you have read about in this module. Have you given an assessment(s) similar to these before? If so, how did you use the data you collected to inform your instruction? If you have not had experience with assessments like these, what do you hope to learn from the child's responses to the tasks? How could this information help inform your instructional decisions? Please respond to at least 2 classmates' posts.

Please list questions you have about administering the six Observation Survey tasks.
Professional Organization Informational Flyer

For this discussion, you will create a 1-page informational flyer over four reading organizations’ position statements on early literacy. In order to complete this discussion, you must familiarize yourself with the Reading First Study module. For this assignment, you will research the following organizations:

- International Literacy Association (ILA)
- National Education Association (NEA)
- National Council of Teachers of English (NCTE)
- National Association for the Education of Young Children (NAEYC)

After you have determined what each organization promotes regarding early literacy, you are to create a one-page flyer that describes the stance of each. Please be creative. Work as though you are preparing an infographic to hang in the teacher's lounge of your local elementary school. You want to educate teachers on the various professional organizations and encourage them to be lifelong learners who engage with other professionals in early literacy research and practice. Please do not create a Prezi or a PPT. This submission should be a one-page flyer that highlights the four organizations you have researched. If you choose to use special fonts and designs, please save and submit your work in a PDF so it retains its formatting. Please respond to at least 2 classmates’ posts.

Parent Workshop Handout

For this discussion, you will create a one-page handout for a planned parent workshop over teaching foundational skills. The handout should identify and describe foundational skills in a language parents understand. Please include an example of a resource parents may access at home for each skill. Make sure at least 2 of the five resources are digital. After your initial post, please respond to at least 2 classmate's posts.

Final Discussion

Reflect upon the past few weeks and the content of this course. Compose a short Discussion post that addresses the following:

1. What has been the most impactful reading/assignment/interaction you have experienced in this course?
2. How will this course impact your work as an educator?
3. What is one topic you would like to know more about?
4. How could this course be improved for future students?

After your initial post, please respond to at least 2 classmate’s posts.
QUIZZES/DISCUSSIONS: (23 points)

- Discussion - Introduction and Article Synthesis (3 points): Candidates will post their introductions and synthesize their understanding of the article, *The Realities of Reading*
- Quiz - Syllabus and Timeline (2 points)
- Discussion - Strategies vs. Skills (3 points): Candidates will support classroom teachers with implementing instructional approaches for all students.
- Discussion - Sharing our Reading Lives (3 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.
- Final Exam - Final Exam (12 points)

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

V. Course Timeline: This is also provided as a separate document in D2L:
VI. Required and Recommended Textbooks:


(If you already own the third edition of this book, you may use it. I will be working from the fourth edition.)


**LiveText**

This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.
The Livetext assignment for this course involves a case study. For the Case Study, you will submit the completed Observation Survey Summary Form, 1-page recommendations for each area assessed, and Appendices that include the 6 assessments. You will respond to the following scenario:

“After six weeks of school, a kindergarten or first grade teacher noticed that a student was progressing slowly in her class and she wanted to help the student. So, she approached you, the Master Reading Teacher and requested recommendations on how to support this child. You gave the student the six Observation Survey tasks. After assessing the child, you completed the Observation Survey Summary Form and 1-page recommendations. You scheduled a meeting with the teacher to discuss the student’s strengths and roadblocks, as well as, strategies to support this child’s literacy development.”

Upload your Case Study to the Dropbox and Livetext by 6/19/21, 11:59 PM.

(10 points)

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 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, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

**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 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 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 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 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. Review additional information regarding the iCare program or call the office at 936.468.2703.

**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.

§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, 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 on the TEA 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 on the ETS website). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.