I. Course Description

READ 3310 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

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Tuesdays – TAMU-RELLIS, ACBI #120 &amp; Thursdays – online via Zoom</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Hybrid</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3 credit hours</td>
</tr>
</tbody>
</table>

COURSE BULLETIN DESCRIPTION

READ 3310, Survey of Reading, is a virtual course that will operate over a 6.4-week period of time. Teacher candidates will be exposed to various components of reading and related theories, reading models, methods, and instructional practices, the TEKS System, dual language processes, equitable classroom learning environments, assessments, professional responsibilities, and technology integration.

COURSE JUSTIFICATION

The candidate should expect a minimum of two hours of class preparation for each credit hour.

PRE-REQUISITES (Courses that must be completed before taking this course.)

Sophomore status required.

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

PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV)

GENERAL STATEMENT

Each assignment in READ 3310 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

VISION OF THE COLLEGE OF EDUCATION

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.
MISSION STATEMENT OF THE COLLEGE OF EDUCATION

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

VALUES OF THE COLLEGE OF EDUCATION

Integrity: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

Diversity and Inclusion: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of lifelong continuous learning and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis, and academic excellence in benefit of our students.

Equity and Social Justice: We believe that each person should have equal access to well-being, health, education, wealth, opportunity, and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

Democratic Citizenship: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

Program Learning Objectives (PLOs) & Student Learning Objectives (SLOs) https://www.sfasu.edu/oie

- PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. (ACEI 1; InTASC 1; AMLE 1)
  - SLO 1.1 Assessment – Discussion on Social Media Candidates will analyze constructivist models of reading. (EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST III, VI) (EC6 Texas PPR ST I); T2.2s (ISTE 3c)
  - ESL SLO 1.2 Assessment – Exam Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, the Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
  - SLO 1.3 Assessment – Exam Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/Texas ELA ST II) (EC6 Texas PPR ST I)
  - ESL SLO 1.4 Assessment – ELL Writing Collection Candidates will assess writing samples according to the TELPAS. (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II) (Texas PPR EC6 & 4/8 1.6k; TS EC6 2B(iii); T1.1s (ISTA 2a)
  - Texas PPR SLO 1.5 Assessment – Exam Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (Texas PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1A(iii), 1B (ii), 3A(i) & 4/8 1A(ii), 1B(ii), 3B(iii)), 3A(i)), 3A(iii), 3C(i)); T2.2s (ISTA 3c), T6.7s (ISTA 3d), T7.1k (ISTA 2b)
  - Texas PPR SLO 1.6 Assessments – Discussion on Social Media & Visual Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. (Texas PPR EC6 & 4/8 1.22k, 1.20s); T2.2s (ISTA 1d)
  - Texas ELAR SLO 1.7 Assessments – Visual & Exam Candidates understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. (Texas ELAR EC6 & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11s; ELAR EC6 1.5s, 1.11s; ELAR 4/8 11k, 1.3s, 7s, 4s, 6s, 10s; Texas PPR EC6 & 4/8 SLO 1.7); T2.2s (ISTA 1d)
  - Texas ELAR SLO 1.8 Assessments – Discussion, Visual, & Exam Candidates understand that literacy develops over time and progresses from emergent to proficient stages. (Texas ELAR EC6 4.3k, 4.7k, 4.8k, 4.7s, 4.9s, 4.12s, 7.12k, 6s, 13s, 14s & 4/8 2.5k, 2.10k, 2.3s, 2.11s; Texas PPR EC6 & 4/8); T2.2s (ISTA 1d)
  - Texas PPR SLO 1.9 Assessments – Discussion, Visual, & Exam Candidates use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Texas PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s); T2.2s (ISTA 1d)
  - Texas PPR SLO 1.10 Assessments – Discussion & Visual Candidates identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Texas PPR EC6 & 4/8 2.1k, 2k, 3k, 5s); T2.2s (ISTA 1d)
  - Texas PPR SLO 1.11 Assessments – Discussion & Visual Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. (Texas PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k); T2.2s (ISTA 3b)
III. Course Assignments, Activities, Instructional Strategies, use of Technology

- **PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8)
  - **SLO 2.1 Assessments – Group Presentation &/or Exam** Candidates will research and report evidence and research-based principles that support readers' development within a balanced literacy curriculum framework, and these principles will include position statements from the International Literacy Association (ILA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL), (ELED) (EC6 Texas PPR ST I); T2.4s (ISTE 1d)
  - **Texas ELAR SLO 2.2 Assessment – Exam** Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students’ strategies for improving comprehension. (Texas ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k)
  - **Texas ELAR SLO 2.3 Assessment – Discussion** Candidates understand how to interpret, analyze, and evaluate. (ELAR EC6 ST 12); T2.2s (ISTE 1d)

- **PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 4; AMLE 2)
  - **SLO 3.2 Assessment – Exam** Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)
  - **SLO 3.3 Assessment – Manual and Digital Assignment** Candidates will know how to use readability formulas (including Fry’s, Flesch-Kincaid’s, & Microsoft Word’s) to evaluate both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I); T3.1s (ISTE 3d)
  - **SLO 3.4 Assessments – Exam (Craft a Comprehension Workshop Lesson Plan), A Digital Morning Meeting, & Anchor Chart** Candidates will know the factors that contribute to multicultural environments including intercultural communication, Intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2) (Texas PPR EC6 2.1k, 2k, 3k, 4k, 6k, 19k, 1s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 8k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; EC6 Texas PPR ST I; T1.1s (ISTE 2b); T2.2s (ISTE 5d); T2.4s (ISTE 3b); T3.1s (ISTE 1d)
  - **ESL SLO 3.5 Assessments – Anchor Chart, Digital Morning Meeting, & Exam** Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas ELA ST IV; X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I); T1.1s (ISTE 2b); T2.2s (ISTE 5d); T2.4s (ISTE 3b); T3.1s (ISTE 1d)
  - **ESL SLO 3.6 Assessments – Exam** Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students’ strategies for improving comprehension. (EC6 Texas ELA ST VII; 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

- **PLO 4** Candidates know, understand, and demonstrate a high level of competence in the areas of English language arts, mathematics, science, and social studies (ACEI 3; InTASC 2, 3, 5, 7, 8; AMLE 2)
  - **O SLO 4.1 Assessments – Discussion on Social Media & ESL Assessment Position Paper** Candidate will analyze concepts involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ELA ST VI; TESOL 4c) (EC6 Texas PPR ST I, II); T2.2s (ISTE 3c); T3.2s (ISTE 3d)
  - **O SLO 4.2 Assessments – ESL Assessment Position Paper & Exam** Candidates will know informal and formal reading assessment measures and identify the appropriate measure of assessment based on readers' needs. (Texas PPR EC6 1.25k, 27k, 10.2k & 4/8 1.25k 1.27k; 2k; 4/8 Texas ELA ST VIII; TS EC6 & 4/8 5A(iii))
  - **ESL SLO 4.3 Assessment Position Paper** Candidates will examine current language assessment tools and strategies, and the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas PPR ST I; T3.1s (ISTE 3d)) (Texas PPR EC6 1.25k, 2k, 3k, 4k, 6k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(ii), 4A(ii), 4A(iii))
  - **Texas ELAR SLO 3.6 Assessment – Exam** Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students’ strategies for improving comprehension. (EC6 Texas ELA ST VII; 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

- **PLO 5** Candidates know, understand, and demonstrate a high level of competence in the areas of English language arts, mathematics, science, and social studies (ACEI 3; InTASC 2, 3, 5, 7, 8; AMLE 2)
  - **ESL SLO 5.1 Assessment – Build a Personal Weebly Website** Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ELA ST VII; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV) (Texas PPR EC6 1.1k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s, T2.4s (ISTE 3b & 3c)
  - **ESL SLO 5.2 Assessments – Discussion, Visuals, & Exam** Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TExES ELA ST VII; 4.20s; EC6 & 4/8 5.7k; Texas ELAR 4/8 3.11s; TS EC6 3A(ii)); T2.2s (ISTE 1d)
D2L Support –
- For D2L technical support, contact student support in the Office of Instructional Technology at d2l@sfasu.edu or 936-468-1919. If you need assistance after regular business hours, please use Support – Live Chat on your D2L homepage.
- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

Professionalism
You are expected to show initiative and to actively participate in face-to-face discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate in the face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondence, whether by e-mail or in writing, is 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 3 days following the return from being absent. See more details in the Attendance Policy section below.

***Please note, to ensure all content of the course is learned, all discussions/Dropbox assignments/quizzes must be completed before you will be cleared to take the final exam.

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

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

QUIZZES & COMPREHENSIVE FINAL EXAM: (will add up to 30 points)
1. Module 3: The TEKS System (5)
3. Module 5b: Foundations of ESL (5)
4. Module 7b: Digital Literacy and E-Books (5)
5. COMPREHENSIVE 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>
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<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% and below</td>
</tr>
</tbody>
</table>

Please note, there are no extra credit options for this course.
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<tr>
<th>III. Course Timeline:</th>
<th>A separate course timeline is located at the end of this document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. Required Textbook:</td>
<td>None – all required reading material is provided within the modules.</td>
</tr>
<tr>
<td>VII. Course Evaluations:</td>
<td>Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.</td>
</tr>
<tr>
<td>VIII: Student Ethics and Other Policy Information:</td>
<td>Attendance Policy 6.7: Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings. Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to one week, depending on the nature of the missed work. It is your responsibility to make arrangements with your professor to establish dates for when make-up is due. Excused absences include illness with a doctor’s note, death of an immediate family (father, mother, sibling, grandparent) with funeral documentation, and/or other circumstances may be considered at the discretion of your professor. It will be your responsibility to inform SFA Student Services of your absence.</td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <a href="http://www.sfasu.edu/disabilityservices/">http://www.sfasu.edu/disabilityservices/</a>.</td>
</tr>
<tr>
<td>Academic Integrity Policy 4.1:</td>
<td>Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.</td>
</tr>
</tbody>
</table>
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to 1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 2) the falsification or invention of any information, including citations, on an assigned exercise; and/or 3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are: 1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; 2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and 3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

Withheld Grades Policy 5.5:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct Policy 10.4:
Disruptive Behavior--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. 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.

Texas Certification/Licensing:
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; you are responsible for completing the information form requesting the criminal background check; the completed information form is due (date will be given in relevant courses). If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
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.texas.ets.org/registrationBulletin/](http://www.texas.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

References


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Outside of Class Assignments (Total Possible Points)</th>
<th>Due in D2L by 11:59 P.M.</th>
</tr>
</thead>
</table>
| Week 1 8/28-9/3 | • Module 1: Setting Up for Success  
• Module 2: Creating a Classroom Community | Module 1  
• Discussion: Introduce Yourself - Personal Weebly Website (5)  
• Discussion: Setting Up for Success (5)  
Module 2  
• Discussion: Digital Morning Meeting Lesson (5)  
• Discussion: Building Community Within the ELL Population (5) | Module-1 Monday  
8/28  
11:59 PM  
& Module-2 Sunday  
9/3  
11:59 PM |
| Week 2 9/4-9/10 | • Module 3: The TEKS System | Module 3  
• Quiz: The TEKS System (5)  
• Discussion: TEKS Learning Objective Family Newsletter (5) | Sunday  
9/10  
11:59 PM |
| Week 3 9/11-17 | • Module 4: Things to Consider When Planning Lessons  
• 4a: Assessments  
• 4b: ELLs in Education | Module 4  
• OWL – AARC for feedback  
• Dropbox: 2 copies ELL’s Assessment Position Paper due 1 with revisions + 2) the copy from the OWL – AARC with feedback (5)  
• Dropbox: ELL’s Writing Analysis (5) | Sunday  
9/17  
11:59 PM |
| Week 4 9/18-24 | • Module 5: Who Has Influenced Reading Instruction?  
• 5a: Pioneers of ELAR  
• 5b: Pioneers of ESL LA | Module 5  
• Quiz: New Literacies of 21st Century Technology (5)  
• Quiz: Foundations of ESL (5) | Sunday  
9/24  
11:59 PM |
| Week 5 9/25-10/1 | • Module 6: What is a Literate Environment?  
• 6a: Reading Zone  
• 6b: Anchor Charts  
• 6c: Reader’s Workshop | Module 6  
• Dropbox: Anchor Chart Example (5)  
• Discussion: What is a Literate Environment – Becoming a Twitter Expert (5)  
• Discussion: Reader’s Workshop Reflection (5)  
• Dropbox: Reader’s Workshop Comprehension Lesson Plan (5) | Sunday  
10/1  
11:59 PM |
| Week 6 10/2-8 | • Module 7: Types of Text  
• 7a: Awards & Genres  
• 7b: Digital Literacy  
• 7c: Readability | Module 7  
• Discussion: Award Winning Book Family Newsletter (5)  
• Quiz: Digital Literacy and e-Readers (5)  
• Dropbox: Determining Readability (5) | Sunday  
10/8  
11:59 PM |
| Week 7 10/9-12 | • Module 8: Professional Responsibilities | Module 8  
• Discussion: Action Research (5)  
• Complete any outstanding discussions /Dropbox assignments /quizzes for a maximum of 70% credit to be eligible to take the Final Exam. | Thursday  
10/12  
12:00 PM  
noon |
| Week 7 10/13 | ********** Comprehensive Final Exam (10) ********** available Friday, 8:00 a.m. – 11:59 p.m.  
Note: modules close 1 hour before exam begins. | | Friday  
10/13  
11:59 PM |