COURSE INFORMATION

I  COURSE DESCRIPTION
Language and Literacy I is an examination of the conditions, assessments, and instructional practices that foster emergent literacy development.

PREREQUISITES
READ 3310 Survey of Reading is required for EC-6 and 4-8 majors

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  COURSE JUSTIFICATION
READ 3320 Language & Literacy I (3 credit hours) meets face-to-face TUE and THUR; modules of readings are housed in D2L, and/or in self-contained modules accessed through a link provided in D2L. This is designed as a full-term course, typically lasting for 15-16 weeks. During the semester, class preparation and participation is expected to demand approximately 9 hours per week. Three hours of class attendance and six hours of reading/preparation for class will make up the approximate hours expected for successful completion of this course.

This course includes a detailed TIMELINE which will guide you through the content modules you are expected to read and multiple assignments designed to give you the opportunity to demonstrate your learning and support the application of the content in this course. Assignments include Research Discussion of SBRR/STR skills, sharing a Home/School Infographic informing parents of research-based skills and how they may support learners, assessment of children’s reading and how to plan effective instruction, monitoring instruction and development of intervention plans to support student learning. This course is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process.

When you finish this course, you should be able to answer the following questions:
•  What is reading?
•  What are the skills needed for reading?
•  What are the general stages of reading development?
•  How is effective reading instruction delivered?
•  How is effective reading instruction assessed?
•  How can reading instruction be improved to meet the needs of students?

COURSE OBJECTIVES & ASSESSMENTS
READ 3320 is a literacy focused lecture style course. READ 3320 supports the College of Education’s Vision, Mission, and Core Values in that it addresses openness to new ideas in class readings and interactions with peers, collaboration with other teacher candidates, with in-service teachers, and with the instructor, integrity through demonstration of ethical
and professional behavior in classroom settings, academic excellence through course content, planning of lessons, and reflection, and life-long learning through course discussions related research activities, and service though learning to become involved in the process of advocating for children and effective literacy instruction.

**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 life-long 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.

Please follow this link to visit the SFASU College of Education Conceptual Framework: [http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/)

Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

III PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

**PLO 1 (overall Program Learning Objective)** Teacher Candidates (TC) use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning (CAEP 1). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (InTASC 1, 2, 5, 6, 8, 9, 10). In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom.

- **SLO 1.1** (specific course learning objective) TC understand that literacy develops over time and progresses from emergent to proficient stages.

- **SLO 1.1.1a** - TC use this understanding of how children grow and develop to plan appropriate and challenging learning experiences based on individual strengths and needs.

- **SLO 1.2** – TC understand how oral language develops and is used to communicate with others

- **SLO 1.3** – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics.

- **SLO 1.4** – TC understand essential components of phonological/phonemic awareness.

- **SLO 1.5** – TC understand the essential components of the alphabetic principle and basic phonics.

- **SLO 1.6** - TC understand the essential components of fluency.

- **SLO 1.7** – TC understand and can support the development of word identification skills and reading vocabulary.

- **SLO 1.8** – TC understand the essential components of comprehension.

- **SLO 1.9** – TC know a variety of contexts to support the development of young students’ listening and speaking skills.

- **ESL SLO 1.10** – TC understand the importance of English language instruction that builds on the first language through listening, speaking, reading and writing processes.

- **ESL SLO 1.11** – TC understand factors that contribute to language development in multilingual learning environments.

- **ESL SLO 1.12** – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing).

**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 (AMLE 2; InTASC 4). Candidates demonstrate and apply these understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies (CAEP 2). Upon completion of this course, teacher candidates are expected to understand the following:

- **SLO 2.1** – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word building (Beck)
ASSIGNMENTS, PROJECTS & EVALUATION

IV  COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

• Location of Assignments

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

• Accessing Assignments on D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. Know that if you intend to use a “dial-up” connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

• Formatting Requirements of Assignments

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

Assignment Deadlines

All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead
of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

QClassroom Requirements
This course does not require that you submit lesson plans and time logs to QClassroom.

Assignments/Associated Standards/Points
Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises. A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.

V EVALUATION AND ASSESSMENTS (GRADING)
Grades will be assigned per the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their own records of graded work and exam scores; however, grades are posted in D2L. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. Assignments will be altered to meet assessed student needs when appropriate. No extra assignments will be made; existing assignments may be revised. There are 100 points available in this course.

5 points – Pre-Assessment - This online assessment will evaluate student knowledge of foundational skills. The assessment will be scored on completion rather than performance. All SLO standards are covered in this exam.
5 points – Reading Research Presentations – Teachers continue their own professional development beyond certification, and for life. You will learn how to assess peer-reviewed research. You will be asked to select one research article related to one of the five evidence-based reading skills predictive of future reading success to share with the class. SLO Standards 1.4, 1.5, 4.3
5 points – Home School Infographic – You will create an infographic providing research-based activities that support the development of language, comprehension, phonological/phonemic awareness, phonics, and/or reading fluency skills in the home setting. SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1
36 points – 12 Foundational Skills Modules. You will engage in online learning modules to reinforce your ability to understand and teach foundational Literacy Skills. Modules include: Introduction to Foundational Skills, Build Content Knowledge: Syllabication and Morphology, Introduction to Curriculum and Pedagogy, Analyze and Deliver a Syllabication Lesson, Analyze and Deliver a Morphology Lesson. SLO Standards – All are covered.
36 points – 7 Foundational Skills Exit Tickets. You will complete online exit tickets to evaluate your ability to understand and teach foundational Literacy Skills. SLO Standards – All are covered.
5– Participation / Attendance Grade
9 points – Post-Assessment - This online assessment is comprehensive and covers all course material. All SLO standards are covered in this exam.

VI Category | Assignment | Points | Percentage
---|---|---|---
Early Literacy by Scientific Design Assessments & Modules | Pre-Assessment (completion) | 5 | 85%
| 12 Modules @ 3 pts. each | 36 | |
| 7 Exit Tickets @ 5 pts. each | 35 | |
| Post-Assessment | 9 | |
Field Experience II Requirements | Home/School Infographic | 5 | 15%
| Reading Research Presentations | 5 | |
| Participation/Attendance | 5 | |

PROFESSIONALISM
Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face. Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:
- attending/participating in all class meetings in accordance with the policies of the university; http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; http://www.sfasu.edu/policies/academic_integrity.asp
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;

4
• completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
• completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
• submitting ALL WORK in order to complete this course;
• being prepared for quizzes and exams;
• participating intelligently in all class discussions;
• completing the end-of-course online evaluation;
• being professional in demeanor, attitude; and
• maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

Grading
Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline.

Late Work & Professionalism Points
1. Late assignments may be accepted with a 30% late penalty if the assignment is submitted within 7 calendar days of the original due date. Assignments not submitted within 7 days will not be accepted for grading.
2. Excessive late work will result in the loss of professionalism points.
3. Deduction of other professionalism points may be at the discretion of the instructor based on course participation or if the student engages in unethical practices (cheating, plagiarism, etc.)
4. To be eligible to receive an “A” in the course, ALL assignments must be completed and submitted on, or before the due date, or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned.
5. Your final grade will be LOWERED one (1) letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
<td>0-69</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

Teacher Candidate Professionalism Expectations
• **Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may be published in any format or third-party site without written permission from the owner (collusion).
  - Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
  - Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.
• **Attendance:** REGULAR ATTENDANCE IS MANDATORY. Absences impair learning, please be present in class.
• **Interpersonal Communication:** When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

Texas Educators’ Code of Ethics
In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.
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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website: https://tea.texas.gov/index2.aspx?id=2147501244.

Certification/Licensing Requirements
Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAsQs/.

1. 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/). 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.
2. 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 concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

TENTATIVE COURSE TIMELINE

There is a tentative, detailed course calendar included in D2L.

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Focus</th>
<th>Course Assignments</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>- Introduction to Language, Literacy, and Reading</td>
<td>Due Monday Sept. 4 by 11:59 PM</td>
</tr>
<tr>
<td>Tues., Aug. 29-</td>
<td>Syllabus Review</td>
<td>- Syllabus Quiz (pass/fail)</td>
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<tr>
<td>Thurs., Aug. 31</td>
<td>- Framing the Pilot Study and Modules</td>
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<td></td>
<td>- Early Literacy by Scientific Design Pre-Assess.</td>
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<tr>
<td>WEEK 2</td>
<td>- Historical View to Teaching Reading</td>
<td>Due Monday Sept. 11 by 11:59 PM</td>
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<tr>
<td>Tues., Sept. 5</td>
<td>- Pre-Module Activity: Foundational Skills</td>
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<tr>
<td>Thurs., Sept. 7</td>
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### ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### VIII READINGS

**REQUIRED**

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Tues, Sept. 12 - Thurs, Sept. 14</th>
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<tbody>
<tr>
<td>- Vocabulary associated with STR</td>
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<tr>
<td>- Phonological Awareness</td>
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<tr>
<td>- Print Concepts, Phonics and Word Recognition</td>
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<tr>
<td>&amp; Fluency</td>
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<tr>
<td><strong>Due Monday Sept. 18 by 11:59 PM</strong></td>
<td>- Module 1 Part 1: What are foundational skills, and why are they important? – 3 pts.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Tues, Sept. 19 - Thurs, Sept. 21</td>
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<tr>
<td>- Developing Knowledge of Phonics and Word Recognition</td>
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<tr>
<td>- Assessing Students and Progress Monitoring</td>
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<tr>
<td>- PAC- Primary Area of Concern</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Tues, Sept. 26 - Thurs, Sept. 28</td>
</tr>
<tr>
<td>- Post Module 1 Discussion</td>
<td></td>
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<tr>
<td>- Pre-Module Activity, Syllabication &amp; Morphology, Teaching Vocabulary</td>
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<tr>
<td>- Syllabication, Connecting Home &amp; School</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Tues, Oct. 3 - Thurs, Oct. 5</td>
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<tr>
<td>- Morphology</td>
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<td>- ELAR TEKS and Differentiated Instruction</td>
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<td>- Module 2 Discussion</td>
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<tr>
<td>- Pre-Module Activity</td>
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<tr>
<td><strong>Due Monday Oct. 9 by 11:59 PM</strong></td>
<td>- Module 2 Part 2: Content Knowledge Morphology – 3 pts.</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Tues, Oct. 10 - Thurs, Oct. 12</td>
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<tr>
<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Tues, Oct. 17 - Thurs, Oct. 19</td>
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<tr>
<td>- Eight Components of an Effective Foundational Skills Lesson</td>
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<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Tues, Oct. 24 - Thurs, Oct. 26</td>
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<tr>
<td>- Formative Assessment/Evaluating Errors</td>
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<td>- Running Records &amp; Miscue Analysis</td>
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<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Tues, Oct. 31 - Thurs, Nov. 2</td>
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<tr>
<td>- Post Module 3 Discussion</td>
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<tr>
<td>- Pre-Module Activity, Analyze Syllabication</td>
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<tr>
<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Due Monday Nov. 6 by 11:59 PM</strong></td>
<td>- Module 4: Analyze a Syllabication Lesson–3 pts.</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Tues, Nov. 7 - Thurs, Nov. 9</td>
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<tr>
<td>- Post Module 4 Discussion</td>
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<tr>
<td>- Pre-Module Act., Practice Syllabication Lesson</td>
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<tr>
<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Due Monday Nov. 13 by 11:59 PM</strong></td>
<td>- Module 5: Practice Syllabication Lesson 3 pts.</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Tues, Nov. 14 - Thurs, Nov. 16</td>
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<tr>
<td>- Post Module 5 Discussion</td>
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<tr>
<td>- Pre-Module Act., Analyze Morphology Lesson</td>
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<tr>
<td>- Reading Research Introduction</td>
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<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Due Monday Nov. 27 by 11:59 PM</strong></td>
<td>- Module 6: Analyze a Morphology Lesson – 3 pts.</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>Tues, Nov. 28 - Thurs, Nov. 30</td>
</tr>
<tr>
<td>- Post Module 6 Discussion</td>
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<tr>
<td>- Pre-Module Act., Practice Morphology Lesson</td>
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<tr>
<td>- Online Module Completion (no F2F class)</td>
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<tr>
<td><strong>Due Monday Dec. 4 by 11:59 PM</strong></td>
<td>- Reading Research Presentations in D2L – 5 pts.</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>Tues, Dec. 5 - Thurs, Dec. 7</td>
</tr>
<tr>
<td>- Post Module 7 Discussion /Research Pres.</td>
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<tr>
<td>- Post Assessment (Final Exam)</td>
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<tr>
<td><strong>Post Assessment in class 12-07-23 in the Steen Library Info. Lab. – 6 pts.</strong></td>
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<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td>- Final Exam: Your final exam will be taken on Thursday, December 7th.</td>
<td></td>
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</tbody>
</table>
- All required readings are contained within D2L or the external learning modules.

**OPTIONAL & RECOMMENDED**


What Teachers Should Know about the Science of Teaching Reading (2019)


Recommended Resources / some included in course modules:


NCTQ – The Four Pillars p. 1, 3, 7-9 [https://www.nctq.org/dmsView/the_four_pillars_to_reading_success](https://www.nctq.org/dmsView/the_four_pillars_to_reading_success)


Toward a Complete Science of Reading (SoR) by Pearson: “It takes a full and complementary satchel of methods, lenses, and epistemologies to make a science of reading.” [https://journals.sagepub.com/doi/full/10.1177/23813377211032195](https://journals.sagepub.com/doi/full/10.1177/23813377211032195)


TPRI [https://www.otpr.org/about/what-is-the-tpri.html](https://www.otpr.org/about/what-is-the-tpri.html)


SEDL, Reading Research Evidence [https://www.sedl.org/reading/framework/research.html](https://www.sedl.org/reading/framework/research.html)


Scientifically-Based Reading Research [http://reading.uoregon.edu/big_ideas/](http://reading.uoregon.edu/big_ideas/)


Program Assessment for the big 5 [https://www.nctq.org/dmsView/Reading_Program_and_Lessons_Checklist](https://www.nctq.org/dmsView/Reading_Program_and_Lessons_Checklist)

**Recommended FREE online:**

Optional ordering for FREE: [https://www.nichd.nih.gov/publications/faq](https://www.nichd.nih.gov/publications/faq)

Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6

A Child Becomes a Reader: Kindergarten through Grade 3 – Reading Building Blocks – 3 pp

Put Reading First: A Parent’s Guide Preschool through Grade 3 – 8 pp

Report of the National Reading Panel: Teaching Children to Read - 33 pp (read 3 pages: findings / building blocks)


DIGELS Data System - [https://dibels.amplify.com](https://dibels.amplify.com)


Literacy Updates & Position Statements [https://literacyworldwide.org/our-resources/position-statements](https://literacyworldwide.org/our-resources/position-statements)

Dr. Moats on the Research base for reading instruction and using LETRS (p.2-3) on the ‘big 5’ plus 4 [https://www.voyagersopris.com/docs/default-source/professional-development/letsresearch_base5da26b0804ea44f4927824a6970cc522.pdf?sfvrsn=14ca6007_2](https://www.voyagersopris.com/docs/default-source/professional-development/letsresearch_base5da26b0804ea44f4927824a6970cc522.pdf?sfvrsn=14ca6007_2)

NCTE Reading Blog [https://www.nctq.org/blog/The-Science-of-Teaching-Reading](https://www.nctq.org/blog/The-Science-of-Teaching-Reading)

Dr. Shanahan’s broad overview, Science of Reading [www.readingrockets.org/blogs/shanahan-literacy/what-science-reading](http://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading)
IX COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 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 summarized data will not be available to the instructor until after final grades are posted.

ADDITIONAL COURSE INFORMATION

Repeating This Course Policy

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

Nondiscrimination

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf.

X STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

UNIVERSITY POLICIES

CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)
- https://www.sfasu.edu/docs/policies/6.7.pdf

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)


STUDENT ACADEMIC DISHONESTY (POLICY 4.1)

- The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

- WITHHELD GRADES (POLICY 5.5)
  - [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)
- FINAL COURSE GRADE APPEAL BY STUDENTS (POLICY 6.3)
  - [https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)
- STUDENT CODE OF CONDUCT: POLICY 10.4
  - [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

STUDENT SUPPORT
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- On-campus Resources:
  - SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), 3rd Floor Rusk Building, 936-468-2401
  - SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), 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