I. Course Information

COURSE DESCRIPTION: An examination of literacy instructional practices that support, engage, and develop readers across the learning continuum.

PRE-REQUISITES: Admitted to Educator Certification Program; enrolled in Field Experience 1

CO-REQUISITES: ECED 3310, ELED 3330

CREDIT HOURS: READ 3330 Language and Literacy II is a 3-credit hour course delivered in an online format. A 3-credit hour course requires student engagement in and out of class.

During face-to-face classes, candidates attend lectures and will participate in small group and whole discussions, activities, and presentations. Candidates are required to spend a minimum of 3 hours outside of class reading course modules and completing related activities and
exams. Additionally, candidates should utilize time outside of class for researching and
developing lesson plans, creating materials for lesson plan presentations, and collaborating
with team members on group assignments.

**DIVERSITY STATEMENT/COMMITMENT:** 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.

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**II. Intended Learning Outcomes/Goals/Objectives**

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<thead>
<tr>
<th>Perkins College of Education Vision, Mission, Goals, and Core Values (VMGV)</th>
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<tbody>
<tr>
<td><strong>GENERAL STATEMENT</strong></td>
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| This course and each assignment are 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. |

<table>
<thead>
<tr>
<th><strong>VISION OF THE COLLEGE OF EDUCATION</strong></th>
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| 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 |

<table>
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<tr>
<th><strong>MISSION STATEMENT OF THE COLLEGE OF EDUCATION</strong></th>
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| 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 |

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<tr>
<th><strong>VALUES OF THE COLLEGE OF EDUCATION</strong></th>
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| **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.

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

The following PLO's are aligned to the Association for Childhood Education International (ACEI) Standards for Elementary Level Teacher Preparation and the Interstate Teacher Assessment and Support Consortium (InTASC). The SLO’s are aligned to the TX Standards for English Language Arts and Reading EC-6, the Council for the Accreditation of Educator Preparation (CAEP) EC-12;

ACEI Standards:
**DEVELOPMENT, LEARNING AND MOTIVATION**

PLO 1.0 Development, Learning, and Motivation--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.

**CURRICULUM**

PLO 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

**INSTRUCTION**

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**ASSESSMENT**
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

PLO 1 Candidates 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. (ACEI 1; InTASC 1).

- SLO 1.a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
  - SLO 1.a Assessments: - “What's Hot in Literacy” Article Summary; Interactive Vocabulary Lesson; Differentiation Strategies Activity
- SLO 1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
  - SLO 1.b Assessments- Differentiation Strategies Activity; Diversity Video Activity

PLO 3 Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development. (ACEI 3; InTASC 3, 4, 5, 7, 8).

- SLO 3.b Candidates use assessment results to improve instruction and monitor learning.
  - SLO 3.b Assessments- Informal Assessment
- SLO 3.c – Candidates plan instruction including goals, materials, learning activities and assessments. (Texas ESL ST IV & V; TESOL 3a,3b, 3c).
  - SLO 3.c. Assessments- Informal Assessment
SLO 3.d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
  o SLO 3.d Assessments- Struggling Reader Research Article Analysis; Differentiation Strategies Activity; Diversity Video Activity
SLO 3.f Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.
  o SLO 3.f Assessments- Reading Life Video Presentation; Interactive Vocabulary Lesson; Digital Literacy Activity

PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. (ACEI 4; InTASC 6)

SLO 4.a Candidates use a variety of instructional practices that support the learning of every child.
  o SLO 4.a Assessments- Book Study Final Project; Interactive Vocabulary Lesson; Differentiation Strategies Activity
SLO 4.b Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning.
  o SLO 4.b Assessments- Book Study Final Project; Comprehension Lesson Group Activity
SLO 4.c Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content
  o SLO 4.c Assessments- Interactive Vocabulary Lesson; Comprehension Lesson Group Activity
SLO 4.d Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
  o SLO 4.d Assessments- Informal Assessment
SLO 4.e Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
  o SLO 4.e Assessments- Comprehension Lesson Group Activity; Content Integration Activity
SLO 4.f Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
  o SLO 4.f Assessments- Differentiation Strategies Activity
SLO 4.g Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.
  o SLO 4.g Assessments- Informal Assessment; Differentiation Strategies Activity
Activity
PLO 5 Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- SLO 5.a Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.
  - SLO 5.a Assessments- “What’s Hot in Literacy” Article Summary; Interactive Vocabulary Lesson; Comprehension Lesson Group Activity; Differentiation Strategies Activity; Diversity Video Activity; Content Integration Activity; Digital Literacy Activity
- SLO 5.b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
  - SLO 5.b Assessments- “What’s Hot in Literacy” Article Summary; Book Study Final Project; Professionalism Points
- SLO 5.c Candidates participate in peer and professional learning communities to enhance student learning.
  - SLO 5.c Assessments- Reading Life Video Presentation; Interactive Vocabulary Lesson; Comprehension Lesson Group Activity; Differentiation Strategies Activity; Diversity Video Activity; Content Integration Activity; Digital Literacy Activity

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

III. 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/](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](http://www.sfasu.edu/assessment/index.asp).

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.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919 or refer to the information below:

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

FORMATTING REQUIREMENTS OF ASSIGNMENTS: All assignments must be submitted as required (word, PDF, PPT, video). 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.

QCLASSROOM REQUIREMENTS: This course does not require that you submit designated assignments to Q Classroom.

ASSIGNMENT POLICY: Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

Readings/Assessments/Assignments to Complete - Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be read/viewed prior to completing the related assignment. To avoid late submissions, do
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](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](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;
- 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.

### 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</th>
<th>Points</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>
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</table>
All assignments will be graded using rubrics which are available for viewing in the course module. It is recommended that assignment rubrics are viewed prior to completing assignments in order to know and understand the assignment/course expectations.

**Quizzes (5 points):**

**Quiz: Course Introduction Module (5 points):** This exam assesses candidates’ understanding of the expectations for READ 3330. (Content from READ 3330 Course Syllabus)

**In-Class Activities, Discussions, & Presentations (30 points):**

**Reading Life Video Presentation (5 points)** – This assignment assesses how candidates engage in professional learning, act ethically, take responsibility for student learning and collaborate with others to work effectively with divers P-12 students and their families; and how candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. (CAEP: R1.4; ACEI: 5.2; PLOs: 3, 5; SLOs: 3.f, 5.c InTASC 9, 10).

**“I Am From” Poem (5 points)** - This assignment assesses how candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs. (CAEP: R1.3; ACEI 1; PLOs: 1; SLOs: 1b; InTASC 1)

**Literature Circle Activity (5 points)** – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments; and how candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving. (CAEP: R1.3; ACEI: 3.3; 3.4; PLOs: 1, 3, 4, 5; SLOs: 1.a, 3.f, 4.a, 4.c, 5.a, 5.c; InTASC 6, 7, 8).

**Diversity in Literature Video Activity (5 points)** - This assignment assesses how candidates plan for instruction and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. (CAEP: R1.3; ACEI: 3.2; PLOs: 1, 3, 5; SLOs: 1.b, 3.d, 5.a, 5.c; InTASC: 6, 7, 8).
Research Workshop Activity (5 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. (CAEP: R1.3; ACEI: 3.1; PLOs: 4, 5; SLOs: 4.e, 5.a, 5.c; InTASC 6, 7, 8).

Technology Integration Discussion (5 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. (CAEP: R1.3; ACEI: 3.5; PLOs: 3, 5; SLOs: 3.f, 5.a, 5.c; InTASC 6, 7, 8).

Dropbox Assignments (57 points):

Instructional Plan (7 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; how candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; and how candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. (CAEP: R1.3; ACEI: 3.1; PLOs: 1, 3, 4; SLOs: 1.a, 1.b; 3.a, 3.c, 3.f; 4.a, 4.b, 4.c, 4.e, 4.f, 4.g; InTASC: 1, 2, 3, 4, 7, 8)

Interactive Vocabulary Lesson (7 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments; and how candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving. (CAEP: R1.3; ACEI: 3.3; 3.4; PLOs: 1, 3, 4, 5; SLOs: 1.a, 3.f, 4.a, 4.c, 5.a, 5.c; InTASC 6, 7, 8).

Comprehension Lesson Plan (7 points) – This assignment assesses how candidates engage in professional learning, act ethically, take responsibility for student learning and collaborate with others to work effectively with divers P-12 students and their families; and how candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas (CAEP: R1.4; ACEI: 2.1; PLOs: 4, 5; SLOs: 4.b, 4.c, 4.e, 5.a, 5.c; InTASC 9, 10).
“What’s Hot in Literacy” Article Summary (5 points) – This assignment assesses how candidates apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments in order to work effectively with diverse K-6 students and their families; and how 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; and how candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. (CAEP: R1.1; ACEI: 1.0; PLOs: 1, 3, 5; SLOs: 1.a, 3.d, 5.a, 5.b; InTASC: 1, 2, 3).

Differentiation Strategies Activity (7 points) - This assignment assesses how candidates apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments in order to work effectively with diverse K-6 students and their families; and how candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. (CAEP: R1.1; ACEI: 3.2; PLOs: 1, 3, 4, 5; SLOs: 1.a, 1.b, 3.d, 4.a, 4.f, 4.g, 5.a, 5.c; InTASC: 1, 2, 3).

Content Integration Activity (7 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. (CAEP: R1.3; ACEI: 3.1; PLOs: 4, 5; SLOs: 4.e, 5.a, 5.c; InTASC 6, 7, 8).

Informal Assessment (5 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. (CAEP: R1.3; ACEI: 4.0; PLOs: 3, 4; SLOs: 3.b, 3.c, 4.d, 4.g; InTASC 6, 7, 8).

Book Study Final Project (12 points) – This assignment assesses candidates’ knowledge of how to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse K-6 students; and how candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. (CAEP: R1.3; PLOs: 4, 5; SLOs: 4.a, 4.b, 5.b; ACEI: 2.1; InTASC 6, 7, 8).
Professionalism (8 points):

Candidates receive 8 points for participation and professional behaviors. Points will be deducted on the basis of the following AND on the basis of the information presented in prior sections:

- Participation – Candidates are expected to fully participate in all discussions, activities and all other course interactions. Points will be deducted for lack of participation in a discussion or activity.
- Professional behaviors – Students are expected to conduct themselves in a professional manner. This includes but is not limited to: professional verbal and written communication; professional behaviors towards instructor and fellow candidates.
- Meeting assignment/quiz due dates – candidates will have professionalism points deducted each time an assignment or quiz is incomplete or turned in late, when late assignments are accepted.

* This assignment assesses that candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. (ACEI: 5.1; PLOs: 5; SLOs: 5.b)

Instructor-Specific Attendance Policy

It is the expectation that students regularly attend F2F classes and actively participate in class discussions and activities. Students will be allowed 2 excused absences without penalty but must make up any work missed during the absence. Excused absences are those with approved documentation including a doctor’s or other healthcare provider’s note, funeral documentation, or documentation of an approved university event (conference, etc.). Unexcused absences and/or absences beyond 2 excused absences will result in a loss of professionalism points and a lowered overall course grade. Details of how professionalism points are deducted are outlined in the Professionalism Rubric in the course module.

V. Course Calendar: This is also provided as a separate document in D2L/Brightspace:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module Contents &amp; Assignments</th>
<th>DUE by 11:59 pm on:</th>
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</thead>
</table>
| Week 1 Aug. 28-Sept. 1 | **Course Introduction** Required Reading:  
• Course Introduction module Assignment(s) Due This Week:  
• QUIZ: Course Introduction Module | Sunday  
Sept. 3 |
| Week 2  
Sept. 4-8 | **Foundations of Upper-Elementary Reading**  
**Required Reading:**  
- Week 2: Foundations of Upper-Level Reading Module  
- STW Chapter 1  
**Assignment(s) Due This Week:**  
- **DISCUSSION:** Reading Life Presentation  
- Book Study Novel Choice (sign-up in class)  
Sunday  
Sept. 10 |
|---|---|
| Week 3  
Sept. 11-15 | **Setting the Stage for Reading Success**  
**Required Reading:**  
- Week 3: Setting the Stage for Reading Success Module  
**Assignment(s) Due This Week:**  
- "I Am From" Poem (presented in class)  
- Begin reading Book Study novel (assigned Monday, Sept. 11)  
Sunday  
Sept. 17 |
| Week 4  
Sept. 18-22 | **Methods of Teaching Upper-Elementary Reading**  
**Required Reading:**  
- Week 4: Methods of Teaching Upper-Elementary Reading Module  
- STW Chapter 2  
**Assignment(s) Due This Week:**  
- **DROPBOX:** Book Study Activity #1: Instructional Plan  
- Continue reading Book Study novel  
Sunday  
Sept. 24 |
| Week 5  
Sept. 25-29 | **Phonics & Fluency Instruction**  
**Required Reading:**  
- Week 5: Phonics & Fluency Instruction Module  
- ILA Brief: Reading Fluently Does Not Mean Reading Fast (PDF)  
**Assignment(s) Due This Week:**  
- Book Study Activity #2: Literature Circle Activity (in-class activity)  
- Continue reading Book Study novel/begin activities  
Sunday  
Oct. 1 |
| Week 6  
Oct. 2-6 | **Vocabulary Instruction**  
**Required Reading:**  
- Week 6: Vocabulary Instruction Module  
- 10 Key Vocabulary Practices for All Schools (PDF)  
**Assignment(s) Due This Week:**  
- **DROPBOX:** Book Study Activity #3: Interactive Vocabulary Lesson  
- Continue Book Study novel/activities  
Sunday  
Oct. 8 |
| Week 7  
Oct. 9-13 | **Comprehension Instruction - Part 1: Metacognition & Building Background Knowledge**  
**Required Reading:**  
- Week 7: Comprehension Instruction - Part 1 Module  
- STW Chapter 3  
**Assignment(s) Due This Week:**  
- Continue Book Study novel/activities  
- Read STW assigned chapter/work on Comprehension Lesson Plan  
Sunday  
Oct. 15 |
### Week 8
**Oct. 16-20**

**Comprehension Instruction – Part 2: Comprehension Strategies**

**Required Reading:**
- Week 8: Comprehension Instruction – Part 2 Module
- STW Chapter 5

**Assignment(s) Due This Week:**
- **DROPBOX:** Book Study Activity #4: Comprehension Lesson Plan
- Continue Book Study novel/activities
- Continue STW assigned chapter/wrap-up group projects

Sunday Oct. 22

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### Week 9
**Oct. 23-27**

**Meeting the Needs of Readers Who Struggle**

**Required Reading:**
- Week 9: Meeting the Needs of Readers Who Struggle Module

**Assignment(s) Due This Week:**
- **DROPBOX:** “What’s Hot in Literacy” Article Summary
- Continue Book Study novel/activities

Sunday Oct. 29

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### Week 10
**Oct. 30-Nov. 3**

**Differentiation Strategies for Upper-Elementary Readers**

**Required Reading:**
- Week 10: Differentiation Strategies for Upper-Elementary Readers Module

**Assignment(s) Due This Week:**
- **DROPBOX:** Book Study Activity #5: Differentiation Strategies Activity
- Continue Book Study novel/activities

Sunday Nov. 5

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### Week 11
**Nov. 6-10**

**Diversity and Inclusive Practices**

**Required Reading:**
- Week 11: Diversity and Inclusive Practices Module

**Assignment(s) Due This Week:**
- Diversity in Literature Video Activity (presented in class)
- Continue Book Study novel/activities

Sunday Nov. 12

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### Week 12
**Nov. 13-17**

**Content Literacy**

**Required Reading:**
- Week 12: Content Literacy
- STW Chapters 13 & 14

**Assignment(s) Due This Week:**
- **DROPBOX:** Book Study Activity #6: Content Integration Activity
- Research Workshop Activity (in-class activity)
- Continue Book Study novel/activities

Sunday Nov. 19

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### Week 13
**Nov. 20-24**

THANKSGIVING HOLIDAY

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### Week 14
**Nov. 27-Dec. 1**

**Technology Applications / Digital Literacy**

**Required Reading:**
- Week 14: Technology Applications / Digital Literacy Module

Sunday Dec. 3
VI. Required and Recommended Textbook:


* Candidates will be asked to purchase, rent, or borrow a children's/young adult’s novel for use throughout the semester. This novel will be chosen in the Week 3 Module.

** Candidates will be asked to purchase, rent, or borrow a children’s/young adult’s book that promotes diversity and inclusive practices.

Research-Based Principles:

The EC-6 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.


* This course provides an APA Module so you may not need this textbook.


VII. Course Evaluations:

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

VIII: Other Relevant Course Information

REPEATING THIS COURSE: 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

IX: 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, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Mental Health Services

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • 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

Student Academic Dishonesty 4.1:

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

DEFINITION OF ACADEMIC DISHONESTY

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment;
• helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
• submitting an assignment as one’s own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source;
• incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

PENALTIES FOR ACADEMIC DISHONESTY
• Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
• 1st Time – Conference with course instructor and zero for assignment
• 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
• 3rd Time – Conference with course instructor, chair of department and dean of college

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:**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct 10.4:**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval.
from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.

**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), Health and Wellness Hub (corner of E. College and Raguet), 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

**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.


**Texas Certification/Licensing:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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 at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html.) 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.