INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Elizabeth B Gound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209R</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:goundeliza@sfasu.edu">goundeliza@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936.468.2001</td>
</tr>
<tr>
<td>Office Hours</td>
<td>T 11-12, W 11-1 TH 11-1</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td><a href="https://calendly.com/gound/fall2023">https://calendly.com/gound/fall2023</a></td>
</tr>
<tr>
<td>Other Contact Info</td>
<td><a href="mailto:goundbeth@gmail.com">goundbeth@gmail.com</a></td>
</tr>
</tbody>
</table>

SECTION 1: COURSE INFORMATION

| COURSE TIME AND LOCATION: | 1:00 – 2:15, Wednesday, ECRC 214 |
| COURSE MODALITY:          | Hybrid                             |
| CREDIT HOURS:             | 3 hours                            |

COURSE BULLETIN DESCRIPTION

Examination of reading, writing, speaking and listening processes to learn subject matter across the curriculum to meet the needs of all students. Topics of discussion include vocabulary acquisition and instruction, fluency, and comprehension skills and the differentiation of instruction to meet the needs of all students including ELL, Special Education, and GT students.

COURSE JUSTIFICATION

The course contains extensive written content that includes the same information for face-to-face or online. Students will need to engage the modules outside of the one class day two - three hours per week. This includes reading textbook chapters, articles, watching videos, and engaging in the module several times a week. In addition, each module requires students to have discussions with peers, create authentic assignments, and take authentic assessments, face to face and online.

For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. These assignments will be graded in a timely manner with comments for corrections, which you can redo and resubmit; it’s about creating activities and learning what you will do in an actual classroom. Whatever content area and grade level you are thinking of teaching, you should create assignments as if you were going straight into the classroom.

CO-REQUISITES (Courses taken with this course.)

MLGE 3301, MLGE 3210 and READ 3340 - C or higher required for all courses; failure to achieve a C or higher in MLGE 3301 will delay proceeding to Field I Semester.

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

NONE

PCOE DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

<table>
<thead>
<tr>
<th>PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each assignment in READ 3340 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM LEARNING OUTCOME (PLO) 1: Middle Level Philosophy and School Organization:</strong> Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. (AMLE 1)</td>
</tr>
<tr>
<td><strong>STUDENT LEARNING OUTCOMES</strong></td>
</tr>
<tr>
<td>SLO 1.2 Candidates will model instructional strategies and practices for middle level principals and theories promoting students’ word analysis skills and reading fluency including Reader’s Theater, Patterned- Partner Reading.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SLO 1.3 Candidates will know how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology and analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product.</td>
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<td></td>
</tr>
<tr>
<td><strong>PROGRAM LEARNING OUTCOME (PLO) 2: Young Adolescent Development:</strong> Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents. (AMLE 2)</td>
</tr>
<tr>
<td><strong>STUDENT LEARNING OUTCOMES</strong></td>
</tr>
<tr>
<td>SLO 2.4 Candidates will compare and contrast the different purposes for reading and associated strategies.</td>
</tr>
</tbody>
</table>
SLO 2.10 Candidates will understand different methods and purposes for creating healthy, respectful, and safe instructional grouping within the classroom.

| Assessment – Content Area Literacy Strategies (6) | PPR 1.21s; TS1Cii; ELAR 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.3s, 7.4s, 7.5s, 7.6s, 7.9s; ISTE: 4a, 4b, 4c, 4d, 5a, 5b, 6d |

**PROGRAM LEARNING OUTCOME (PLO) 3: Middle Level Curriculum:** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates’ understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills (AMLE 3). **Knowledge of Reading Development Components.** Classroom teachers demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills. (STR 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3.1 Candidates will understand reading comprehension as an active process of constructing meaning.</td>
<td>Assessment - Chapter Quizzes</td>
<td>(AMLE 2; InTASC 4,5,7,8; ELAR 4/8 4.2k, 4k, 5k)</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM LEARNING OUTCOME (PLO) 4: Middle Level Instruction and Assessment:** Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. (AMLE 4) **Reading Pedagogy.** Classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills. (STR 2)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.1 Candidates will apply strategies for decoding and determining the meaning of increasingly complex words, analysis skills, and reading</td>
<td>Assessment - Journal Reflections</td>
<td>ELAR 4/8 2.8s; 4.11s</td>
<td></td>
</tr>
</tbody>
</table>
comprehension to promote students reading skills.

SLO 4.3 Candidates will learn a variety of informal and formal procedures for assessing in an ongoing basis students’ word analysis skill and reading fluency.

| PROGRAM LEARNING OUTCOME (PLO) 5: Middle Level Professional Roles: Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors (AMLE 5) |
|---|---|---|
| STUDENT LEARNING OUTCOMES | ASSESSMENTS/ASSIGNMENT DESCRIPTION | ASSOCIATED STANDARDS |
| SLO 5.4 Candidates will know how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction. | Assessment: Assessment Collection Project | ELAR 4.20k; TS 1Ei; ISTE: 3d; PPR1.27k; TS5Aii; InTASC 3e, 6e, 6f, 6g, 6h |
| SLO 5.3s Candidates will employ technological collaboration such as sharing information through online communications to complete tasks. | SLO 2.3.1 Assessment: Differentiated Lesson Plan | ELAR 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.3s, 7.4s, 7.5s, 7.6s, 7.9s; ISTE: 4c |
## 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.

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.

## 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 designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

## 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.

**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.

### SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

#### GRADING SCALE FOR PREFIX/COURSE NUMBER

Descriptions and point values of assignments/assessments are listed in the chart located in Section II.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>600 - 500</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>499 - 400</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>399 - 300</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>299 - 0</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.

#### Assignment Points Total Possible Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Ringers</td>
<td>10 @ 5 points each</td>
<td>50</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>10 @ 5 points each</td>
<td>50</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>10 @ 10 points each</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Posts/Responses</td>
<td>10 @ 10 points each</td>
<td>100</td>
</tr>
<tr>
<td>Reading Strategy Assignments</td>
<td>6 at 20 points each</td>
<td>120</td>
</tr>
<tr>
<td>Reading Tool Kit Notebook</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plan Peer Edits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Final Lesson Plan</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Professionalism/participation</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>600</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### 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](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.

<table>
<thead>
<tr>
<th>WORK POLICY EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Late Work— Late work receives no credit unless there is prior approval from the instructor.</td>
</tr>
<tr>
<td>• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.</td>
</tr>
<tr>
<td>• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.</td>
</tr>
<tr>
<td>• Students must submit all assignments in the requested format found in the assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Honesty:</strong> 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 not be published in any format or third-party site without written permission from the owner (collusion).</td>
</tr>
<tr>
<td>• Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Appearance:</strong> Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.</td>
</tr>
<tr>
<td><strong>Assigned Responsibilities:</strong> While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.</td>
</tr>
<tr>
<td><strong>Attendance:</strong> Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.</td>
</tr>
<tr>
<td><strong>Interpersonal Communication:</strong> Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Professionalism and Commitment:</strong> Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).</td>
</tr>
<tr>
<td><strong>Professional Demeanor:</strong> Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of soft media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.</td>
</tr>
<tr>
<td><strong>Punctuality:</strong> Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations. Leaving during class time and staying gone for 15 – 30 minutes will be documented and recorded as an absence.</td>
</tr>
</tbody>
</table>
CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

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 below.

https://tea.texas.gov/index2.aspx?id=2147501244

QCLASSROOM REQUIREMENTS

This course does not require that you submit designated assignments to Q Classroom. However, we will look at it for future assignments in the teacher education program. Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course.

Regular attendance and participation may affect your final grade in the course. Class days are one day a week. Therefore, no more than two (2) absences for any reason will be excused. Any absences exceeding two will result in the drop of a grade in the course. Prior approval for professional absences must be written in an email or hand letter to the professor.

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-FAQs/.

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.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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 Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L. Although all sections of this course may follow a uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by...

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module and Topic</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Class Information, Text, Calendar</td>
<td>• Read all information about course – Syllabus and Timeline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Buy Textbook</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion Post Introduction – What is literacy in…….?</td>
</tr>
<tr>
<td>OYO</td>
<td>Discussion Response (2- 3 peers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syllabus and Introduction Quiz</td>
<td></td>
</tr>
<tr>
<td>Aug 30</td>
<td>-Read all module pages -Read all articles and activities SLO 4.3.1, 4.4.2.1 SLO 2.6.1, 4.10, 2.5</td>
<td>-Bell Ringer #1 – In class -Dropbox-Journal #1 – In class -Discussion Post 1 - “Adolescents’ Attitude of Reading”</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Activities</td>
</tr>
<tr>
<td>-----------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Tues, Sept 5 | OYO     | - Discussion Response (2-3 peers)  
- Introduction Quiz  
- Begin assembling your Reading Toolkit (Livebinder, Google, etc.) |
| Sun, Sept 10 | Piazza Module 2 | - Chap. 1 IAL  
- Ensuring All Students Read, Write, Think, and Learn  
SLO 4.11, 4.12, 4.13 |
| Sun, Sept 10 | OYO | -Bell Ringer #2  
- Dropbox-Journal #2  
- Discussion Post 2 - Informal Assessment |
| Tues, Sept 12 | OYO | - Discussion Response (2-3 peers)  
- Quiz #1 |
| Sun, Sept 17 | OYO | - Chapter 2 IAL  
- Setting the Stage  
SLO 4.5, 4.5.1, 4.1.1 |
| Sun, Sept 17 | OYO | - Bell Ringer #3  
- Dropbox-Journal #3  
- Discussion Post 3 - Anticipation Guide |
| Tues, Sept 19 | OYO | - Discussion Response (2-3 peers)  
- Quiz #2 |
| Sun, Sept 26 | OYO | - Chap. 3 IAL  
- Vocabulary Strategies  
SLO 2.2, 2.3, 2.3.1  
2.7, 4.1 |
| Sun, Sept 26 | OYO | - Bell Ringer #4  
- Dropbox-Journal #4  
- Discussion Post 4 - Vocabulary |
| Tues, Sept 26 | OYO | - Dropbox - Vocabulary Strategy for RTK  
- Discussion Response (2-3 peers)  
- Quiz #3 |
| Sun, Oct 1 | OYO | - Chap. 4 IAL  
- Deepening Interactions with Texts  
SLO 4.1, 4.2, 4.5, 4.6, |
| Sun, Oct 1 | OYO | - Bell Ringer #5  
- Dropbox-Journal #5  
- Discussion Post 5 - Read Aloud Memories |
| Tues, Oct 3 | OYO | - Dropbox - Read Aloud Strategy Analysis  
- Discussion Response (2-3 peers)  
- Quiz #4 |
| Sun, Oct 8 | OYO | - Chap. 5 IAL  
- Questioning Strategies  
SLO 4.5, 4.3, 4.5.2 |
| Sun, Oct 8 | OYO | - Bell Ringer #6  
- Dropbox-Journal #6 - Higher Order Questions  
- Discussion Post 6 - Cold Calling |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
<th>Next Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 10</td>
<td>Dropbox-Questioning Strategy Analysis -Discussion Response (2-3 peers) -Quiz #5</td>
<td></td>
<td>Tues, Oct 10</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Chap. 6 IAL Speaking Volumes -Bell Ringer #7 -Dropbox- Journal #7 -Discussion Post 7 – Socratic seminar</td>
<td></td>
<td>Sun, Oct 15</td>
</tr>
<tr>
<td>Oct 12</td>
<td>-Discussion Response (2 peers) No RTK Strategy this week – Work on RTK and Lesson Plan</td>
<td></td>
<td>Tues, Oct 17</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Chap. 7 IAL Graphic Organizers SLO 4.6, 4.7, 4.7.1 -Bell Ringer #8 -Dropbox Journal #8 -Discussion-8 - Applying What You’ve Learned</td>
<td></td>
<td>Sun, Oct 22</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Dropbox-Graphic Organizer Analysis -Discussion Response (2 peers) -Quiz #5</td>
<td></td>
<td>Tues, Oct 24</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Dropbox-Notetaking/Note Making -Discussion Response (2 peers) -Quiz #6</td>
<td></td>
<td>Tues, Oct 31</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Chap. 9 IAL Purposeful Writing to Learn SLO 4.1, 4.3, 4.7 Bell Ringer #10 -Dropbox-Journal #10 Now You Try It Gen Sentences -Discussion Post 10 – Find a partner for Lesson Plan Editing</td>
<td>NO CLASS THIS WEEK</td>
<td>Sun, Nov 5</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Details</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| Nov 7 | OYO - Dropbox – Writing Analysis *Last one  
-Discussion – Find a partner  
-Quiz #7 |
| Nov 8 | Canva - Taking Stock  
*You will choose a peer to edit your Lesson Plan Rough Draft –  
Bell Ringer #11  
-Dropbox -Journal #11 Informal Assessment Activity  
-Discussion Response (10) Lesson Plan -  
*Peer edits Due |
| Nov 14 | Mod 11 - Work on RTK  
Dropbox – Turn in Lesson Plan – including peer edits and revised Lesson Plan |
| Nov 15 | Thanksgiving Break |
| Nov 27 | Final Module and Testing Certification - Complete Reading Tool Kit with Revised Lesson Plan  
-No assignments can be turned in after Dec 3 |
| Dec 3 | Final Exam |

**Technical Support**

-If at any point during the course you experience technical difficulties in Brightspace or are unable to get online or have limited WIFI, please let your instructor know immediately.  
-You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.  
-Having limited or no WIFI is not an excuse for incomplete assignments and activities. Losing a device or damage to a device is not an excuse for incomplete assignments. If at any point during the course these occur, it is at the discretion of the instructor how to proceed.
### READINGS


**RECOMMENDED READING:** TEKS, Bloom’s Taxonomy Structure, AMLE’s The Successful Middle School

### COURSE REFERENCES

- Exceptional Children, Council for Exceptional Children.
- Instructor, Scholastic, Inc.
- Journal of Adolescent and Adult Literacy, International Reading Association.
- Language Arts, National Council of Teachers of English.
- Reading Research Quarterly, International Reading Association.
- The Elementary School Journal, University of Chicago Press.
- The Reading Teacher, International Reading Association.
- Voices from the Middle, National Council of Teachers of English.

### Q CLASSROOM STATEMENT

Waiting on statement from OAA. I will email when received.

### SECTION VII: COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

*As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!*

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### SECTION VIII: OTHER RELEVANT COURSE INFORMATION
The document contains information related to university policies. Here are the key points:

**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](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)

BOUNS!!! If you are in Field I and use any of your strategy assignments, activities, etc. that you created in this course, you may submit it for extra credit! You may not use this bonus as a replacement of another assignment, and you can only submit if you have submitted everything in the course.

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**SECTION IX: UNIVERSITY POLICIES**

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

**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:** Policy 6.1 and 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/](http://www.sfasu.edu/disabilityservices/)

**STUDENT ACADEMIC DISHONESTY:** Policy 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: Policy 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: Policy 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